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ABSTRACT

This report consists of nine chapters, each of which, with two exceptions, is devoted to what the Office of Education accomplished toward meeting one of its priorities in the fiscal year 1971. The exceptions are: Chapter 1, The Condition of Education--the Commissioner's personal assessment of education in the nation, which reaches into fiscal year 1972 and occasionally recalls events of the fiscal year 1970 and earlier years; and Chapter 9, Advisory Councils and Committees--which covers the calendar year 1971. Chapter 2 focuses on Office of Education aids to disadvantaged students, and Chapter 3 how minority groups were helped. Chapter 4, "No Room at the Bottom," deals with career education as marketable skills for all. Programs for the estimated 6 million school-age handicapped and one million preschoolers handicapped are described in Chapter 5. Office of Education encouragement of innovation in schools and colleges constitutes Chapter 6. Improvement of management of education at all levels, beginning with the Office of Education, for better service is the theme of Chapter 7. Chapter 8 deals with other major thrusts which, while not stated as priorities, nevertheless received major attention. Among these were the following programs; the Right to Read, Drug education, Environmental Education; the Arts and Humanities, and the Gifted and the Talented. Appended are lists of functions, meeting dates, and membership of advisory councils and committees. (RJ)

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**Annual
Report
of the
U.S.
Commissioner
of Education,
Fiscal
Year 1971**

**U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION**

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**Submitted to the Congress March 31,
1972, in Accordance with Sec. 412.(b) of
Public Law 91-230**

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Office of Education
S. P. Marland, Jr., *Commissioner of Education*

DHEW Publication No. (OE) 72-105

This report consists of nine chapters. With two exceptions, each chapter is devoted to what the Office of Education accomplished toward meeting one of its priorities in Fiscal Year 1971.

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Chapter I -- The Condition of Education, the Commissioner of Education's personal assessment of education in the Nation, which reaches into Fiscal Year 1972 and occasionally recalls events of the Fiscal Year 1970 and earlier years.

Chapter IX -- Advisory Councils and Committees, which covers the calendar year 1971.

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CHAPTER I -- THE CONDITION OF EDUCATION

An annual review such as this tempts the author into the sort of sweepingly confident article that Kenneth Clark calls "intellectually the most disreputable of all forms of public utterance." As anyone is aware who followed his Civilisation series on television, Lord Clark finds little reason for joy in the troubled spectacle afforded by the world at this moment in history, particularly the manner in which we descendants of Western man are managing our inheritance. And in truth there has been too much war, too much human misery, and too much desecration for any man to express himself in terms of unfettered optimism as to what the years ahead will bring.

Yet in spite of all the discouraging aspects of contemporary life, Lord Clark is far from hopeless about prospects for mankind, and it is a particular satisfaction to me as a teacher that this gifted observer's strongest reason for encouragement lies in the past accomplishments and present prospects of education. Walking through Britain's new University of East Anglia and observing the students there, he expresses doubt as to whether "so many people have ever been as well fed, as well read, as bright-minded, as curious, and as critical as the young are today."

I hold strongly with Lord Clark's spirit of affirmation. And while I have no intention of proclaiming blithe and uncritical confidence in the state of education in America today, it is essentially in a spirit of tempered optimism that I offer my second annual report as Commissioner of Education. While the report deals in the main with activities of

the Office of Education during Fiscal Year 1971, I should like in these introductory passages to address somewhat wider purposes, not limiting myself to the affairs of OE, and not framing my observations strictly in terms of FY 71. Additional chapters will reflect a more disciplined and documented accounting.

To step back for a moment and observe the panorama of American education is to be convinced that not only the young, but Americans of all ages, are better served in an educational sense than ever before in our history.

Millions of Americans who not long ago would have been regarded as too young to be "educated," or too old, or too handicapped, or too poor, or too isolated are today very much in the center of educational action. Millions of young learners are absorbing fundamentals from the antic characters of Sesame Street; adults for whom the printed word has been an unfathomable mystery are learning to read, write, and calculate on lunch breaks or after working hours; thousands of our fellow citizens are seeking a bachelor's degree through flexible enterprises such as the University Without Walls, external degree programs, or the Upward Mobility College conducted by the Office of Education and other Federal departments for employees across the land; in Vietnam, Okinawa, Korea, and Western Europe thousands of U.S. servicemen anticipating discharge are receiving professional counseling as to education and employment opportunities awaiting them at home; and throughout America people of

all ages and conditions are undergoing profound change in perception, thought, and sensitivity through exposure to televised presentations such as Civilisation and other programs of substantial social and cultural content.

Collectively, it seems fair to say that America has become more deeply engaged than ever before with learning in all its forms, to the point in fact where education may very well have become in our time the preeminent national concern. This condition has been brought on partly by the heightened intellectual and creative requirements of a technological society which is increasingly hostile to the untrained mind, and partly by the questing of a maturing culture. In an case, those of us who have spent our lives in the profession have come to realize that education is far different from what we knew it to be perhaps only a brief decade ago. We could think reasonably of teaching and learning as certifiable processes taking place within the four walls of a school according to protocols agreed upon by local and State governments, accrediting agencies, and professional persons. Today our concept of learning has broadened to include television and other technological devices that incomparably extend the reach of traditional educational materials and procedures. (Sesame Street and The Electric Company, whether viewed in or out of school, are among the best investments OE has made.) We now see the need to seek out and strengthen the educational interests of business and industry. We now believe it essential systematically to

involve parents and other citizens in educational program and policy development. And, most to the point, we are now more than ever determined to help all individuals realize their intellectual rights to the fullest extent, and by means of educational and skill training programs to enhance their prospects for career advancement.

In short, I view education at this time as far more flexible and less compartmentalized than I have known it in my 30 years in the profession. It is certainly less controlled and predictable. Yet in the same breath I would call it more productive, more exciting, and more attuned to the teeming and demanding society it serves. Altogether I find the prospect a good one.

Education's Failings

Many, I know, will react to these sentiments with impatience, perhaps suggesting that my responsibility as Commissioner is not to celebrate the accomplishments of education so much as to point out its many and serious failings.

It is true that education is troubled. Schools and colleges struggle with totally inadequate budgets. Course materials, curriculum offerings, and teaching techniques are ineffective for too many students. The profession of teaching is troubled by personnel problems as severe as any that have struck the public sector (though reduction of teacher strikes in 1970-71 after 8 years of steady increase may indicate that the

situation is stabilizing). The commercial learning industry continues to be hesitant to invest substantially in the innovative materials and methods the times demand, and commercially contracted teaching services have been disappointing so far.

Nevertheless, change is in the air at all levels of schooling and there seems to be less resistance to reform than was true even 2 or 3 years ago. For where circumstances are right and money available, school systems and universities have been willing to abandon routine in favor of novel, promising, but untested techniques. OE's Experimental Schools program is an example of this, as is the open system in the City University of New York.

Without question, we are making considerable progress, and as a result education is today stronger than it has ever been. Yet it carries a staggering weight of expectation as the people ask the schools to become more involved in solving society's concrete here-and-now problems. The schools in a sense are being asked to remake our society, as distinct from nurturing it. Many education professionals -- perhaps all of us at times -- think wistfully upon simpler days.

But as we review our problems, we should keep in mind the equally dangerous corollary to overconfidence: unwarranted pessimism. Advocacy of change is good and necessary, but we cannot prepare the way for the new by damning the institution we propose to renovate. The half-developed broadsides of would-be revolutionaries are grossly unjust to 3 million

teachers and perhaps 300,000 administrators and other education professionals who are responsible for the functioning of this huge enterprise, and who on the whole do their job well. Such charges also ignore substantial evidence of progress that the past year -- indeed, the past quarter-century -- has produced in abundance.

Education: The Endless Renaissance

If it were a question of justice alone, surely it would strike us as unjust that the American educational system should be the target of so many social critics. What system, we may reasonably ask, has been so productive? What system has undertaken to equip so many millions with serviceable intellectual and occupational skills, accomplishing the task, moreover, with generally satisfactory results? What social institution in the life of this or any other country, acknowledging the truth of many charges against it, has attempted internal reform with the unsparing vigor and unremitting self-criticism that the American educational system constantly expresses?

Indeed, it has occurred to me that some educators are excessively, perhaps even morbidly occupied with fault finding.

But we are not dealing here with a question of right or wrong. We are attempting to meet the demands of an infinitely expandable human expectation of what education might be. And we must recognize that, while we have achieved in absolute terms a substantial improvement in the

quality and availability of education, the accomplishment is of little moment to those who are in the classroom today and cannot be expected to concern themselves with the conditions and circumstances of the past.

A Harlem youngster will not be impressed by statistical data demonstrating that he has a far better chance of obtaining a high school diploma than did his father. The youngster of today takes the diploma for granted and looks beyond it. Indeed, if the boy is ambitious and we have done our job well, he looks far into his future and sees there a career offering both intellectual challenge and personal satisfaction and reward.

Convincing evidence of the success of education's egalitarian exertions is found in the hopes of millions of families who not long ago had barely perceived that there was such a thing as college, and yet today want and expect their children to obtain bachelor's, master's, or even doctoral degrees. This great hunger for learning and the consequent demands that are levied upon the schools clearly have resulted from an earlier stage of America's education development and thus confirm the paradox of success. Each rung added to the ladder has the effect of lifting our aspirations, guaranteeing that whatever level of educational achievement our Nation may reach, there will be further heights to scale. There will be enduring discontent with what is, a constant demand for renewal.

We find ourselves involved in an educational renaissance that has no ending, a ferment of educational advancement that can only produce

greater public expectation for further progress. Education thus generates discontent as well as fulfillment, schooling its own critics, and generously providing them with an audience capable of appreciating what they are saying. Like Oliver Twist, the people will always turn to education, hold up their hands, and ask for more. And the educator must always respond -- if he is true to his profession.

Evidence of Success

As this process of ever-expanding expectation goes forward, education continues the spectacular growth that has been a principal characteristic for 25 years. In September 1971 the Office of Education calculated that 1971-72 enrollment in public and private institutions would increase for the 27th consecutive year to a record 60.2 million -- nearly a third of the entire population.

Indeed, while the general population has grown by half since World War II, elementary and secondary school enrollment has doubled, and college enrollment has more than tripled.

While quantitative statistics are obviously not complete indicators of social progress, and while minority Americans still are too often denied equality of educational opportunity, there nevertheless were encouraging indications during the past year that our country's centuries-old promise of equal rights for all men may yet be made good. In December the Census Bureau reported striking educational gains by young black citizens between 1960 and 1971, including, for example, a 55 percent rise in those

achieving at least a high school diploms. Also released in December, a report of the Carnegie Commission on Higher Education showed fall 1971 enrollment of black students in U.S. colleges and universities up 17.2 percent over the previous year, and that of Spanish-surnamed students up 19.1 percent. This compares to overall enrollment growth of 4.1 percent. Graduate studies again showed greatest gains -- a 38.1 percent increase in blacks and 30.7 percent in Spanish-surnamed, compared with 4.4 percent general growth. Minority enrollment in colleges and universities is still disproportionately low, but we may nevertheless feel legitimately encouraged by these indications of progress.

Cost of Education Rapidly Increasing

However, these gains and others I might cite are seriously compromised, and the progress they represent gravely threatened, by problems of runaway cost. Americans currently are investing in education at the annual rate of \$86 billion, an increase of more than \$8 billion over 1970-71 and \$56 billion more than a decade ago. These figures clearly make evident the fact that finance is one of the central issues in education today.

In time we can, I believe, devise educational techniques that can crack the problems of the ghettos, we can bring satisfaction and enrichment to the lives of adults, we can help to fulfill the precious potential of the first five years of life, we can give increased support to the gifted

and to the handicapped. There is ample evidence that education can be made effective for every citizen. But can we afford it? It would be incredible if we could not, if this immensely wealthy Nation were unable to pay for the schools its children require, could not find the resources to generate the knowledge without which enterprise cannot be developed, our economy expanded, or social and political discourse sustained and enlightened. And yet as we enter the third year of the decade of the 1970s, with educational objectives more impatiently and explosively declared than ever before and seemingly within our reach, we find a deteriorating financial structure threatening our advance, even menacing our ability to maintain the status quo. In city after city -- Chicago, Dayton, Independence, Kalamazoo, Gary -- operating funds are drying up and schools are forced to shorten their year, releasing students to unproductive idleness. Portland, Oregon, where two consecutive school levies have been defeated, will end the 1971-72 term 17 days early -- about the time the money runs out.

As with most public services, inflationary pressures on education are intense. A profile of consumer price changes from 1965 to the first half of 1971 showed that nearly all goods and services had gone up substantially. Hospital rooms led the list with an average increase in price of more than 110 percent; local transit fares were up 60 percent, movie admissions 58 percent. The current expenditure per pupil in public schools during this period rose more than 70 percent, placing it above

everything except hospital rooms on the inflation roster and fixing it, moreover, as an object of the taxpayer's indignation.

Education's Share

Americans have assuredly been open-hearted and open-handed in the financing of education, again and again reaching deep into their pockets to meet the cost of what we have always believed to be a transcending component of the American dream. Over the years, education's share of our common resources has consistently expanded -- 6.6 percent of the Gross National Product 6 years ago, more than 8 percent today, or double the share of our national wealth that we were devoting to education as recently as the mid-50s.

But the public purse is closing on our figures. Last year voters approved only 47 percent of the school bond issues put before them -- compared with 75 percent as recently as 1965 and 89 percent in 1960. The willingness of the people to invest their treasure unhesitatingly and unquestioningly and solely on faith for anything labeled education has come to an end.

I cannot forecast when this period of stringency will end, but it is clear that, whatever the level of expenditure in the days to come, the services bought will be much more closely examined than they have been and the results more carefully evaluated.

More From Each Dollar

And so they should be. To begin with, there is self-evident need for education to cut waste and get a much firmer handle on the resources at its disposal. And beyond simple economy, the people are properly demanding superior service; they are asking that classroom instruction become more individualized, more personalized, and more responsive to the needs of the young.

The Office of Education, responding to President Nixon's call for reform, devoted much energy during 1971 to designing a concept of Educational Renewal. A major component of the reform we seek obviously must be increased productivity, finding ways of getting more out of each dollar invested by turning away from obsolescent cottage-industry methods through a major reordering of our principal resources, including teaching talent, and wider reliance on technology, which is our principal hope for the effective development and implementation of high-quality low-cost learning. Again I would point to Sesame Street, a highly effective curriculum reaching 7 million preschoolers daily (indeed many watch it twice each day) at a cost of approximately \$1.29 per child per year. While obviously not equatable with the give and take between teacher and pupils that can occur in the classroom, Sesame Street nevertheless offers a dramatic jump forward in teaching technology at a modest cost.

The taxpayer rebellion seems less a message of dissatisfaction with the schools than a wholly justified rejection of an inefficient and

discriminatory taxing system. I draw attention particularly to education's forced dependence upon the enfeebled local real estate tax, a method employed in essentially the same form since the 18th Century. If allocation of capital is the rudder by which a society steers itself into the future, then we had best design a more seaworthy method of managing education's share. We need, as President Nixon has said, a complete overhaul of our system of financing public education. The Office of Education has been working closely with other arms of the executive branch of the Federal Government on designing possible alternative financing methods.

Court Actions Against Local Taxing Systems

There are encouraging signs that such an overhaul has begun. Court actions in California, Texas, Minnesota, and New Jersey have struck down local school financing systems and begun to propel the whole property tax issue toward ultimate resolution in all likelihood by the United States Supreme Court.

It is my conviction (one that considerably antedates my service with the Federal Government) that a swift decrease in reliance on local property tax should be accompanied by a swift increase in reliance on a statewide tax which would be more equitable and responsive to economic change.

The present inequities were amply documented in the Serrano vs. Priest decision of the California State Supreme Court in late August of 1971. The court noted that "affluent districts can have their cake and eat it

too; they can provide a high quality education for their children while paying lower taxes. Poor districts, by contrast, have no cake at all."

Grotesque variations in financial ability exist among as well as within the States, with annual school expenditures per pupil ranging from more than \$1,300 in New York to less than \$500 in Alabama in 1970-71.

I have long been persuaded that although major responsibility for financing elementary and secondary education should be at the State level, the Federal share should also be markedly enlarged. At present, local governments pay on the average about 53 percent of the cost, State governments 39 percent, and the Federal Government about 8 percent. The disproportionate burden at the local level clearly must be eased, although, in the best tradition of this country, the people should continue to be free to contribute to the local schools through means yet to be designed. But the existence and the quality of those schools should not continue to depend so crucially upon the ability of the local citizens to pay.

Effectiveness of Education

If cost is the paramount issue in education at this moment in history, next in order of concern is effectiveness. Americans are asking what they are paying for, as well as how much. As I remarked before, I do not interpret the sharply declining rate of school bond approvals as necessarily a rejection of the content and operation of education, but it is certain that if our financial distress were to be relieved tomorrow, we would still be faced by substantial discontent stemming from failure

of education to prove itself useful to large numbers of young people. The need for basic reform continues to be clearly evident -- in curriculum, in teaching methods, in the thousands of elements that go to make up a stimulating and productive educational environment, and especially in the need to relate better the educational process to the world beyond the schoolhouse door. For too many of our young people, the connection is barely perceptible.

Dropouts

Given this state of affairs, it is not surprising that the dropout phenomenon continues to plague us with only modest improvement discernible. In academic year 1970-71 more than 800,000 left the system before receiving their high school diploma; approximately the same number quit higher education, finding the experience unrelated to their concept of what life should be.

This large-scale estrangement has been amply documented. A report published by the Department of Health, Education, and Welfare in March 1971 noted that "laymen are generally astonished to hear that most students who attend college never finish. Educators themselves are often surprised when confronted with the numbers involved." Dropouts act upon their discontent and thus become visible symbols of the restiveness of youth. But they are far from the whole of it, and we may be certain that many who complete their studies do so with reluctance and in a state of uncertainty about their goals. I believe that personal goals, over

which the young learner at any level of schooling possesses a significant degree of control, have much to do with the effectiveness of education.

Career Education

Disaffection of the youth with education cannot be put down to juvenile caprice. There are good reasons for it, beginning with the inability of educational institutions to engage young people's attention and enthusiasm while they are in school, and continuing on to a much more serious disappointment after they are out. Then comes proof that the pudding is sour indeed, when thousands find that they cannot get work, or not the kind they want for their permanent lot. For these thousands, education has failed to foster translation of academic learning into skills that can be proudly and successfully offered in a specialized, competitive labor market. Average unemployment in this country between the ages of 18 and 24 is nearly 25 percent. In some areas -- inner city black ghettos or southwestern barrios -- perhaps 50 percent joblessness is closer to the fact. In these modern American communities young people are seemingly trained only for idleness and not infrequently goaded by their circumstances into acts of violent revenge against the society that apparently has rejected them. There is a closer link between our schools and our jails than we like to believe.

These are the factors -- disaffection, unemployment, youth crime, a society divided into stereotyped factions labeled "the young," the establishment," "the blacks," and so on -- that have impelled Americans

who are concerned with the welfare of this country to take stock of what the schools offer and to begin to design changes that, while short of all-out revolution, are nonetheless profound and of far-reaching import. One of the most hopeful is career education.

Career education would be in the most fundamental sense a bridge -- a bridge between school years and work years, between educators and employers, between the life of a child and the later years of adulthood and a full life.

Career education would stress reality in the classroom, not smothering young people in the dubious tradition that for every child learning in and of itself is sufficient reward for the toilsome journey. Career education would enable us to turn our teaching energies to acquainting the young with the occupational facts of life in progressive, broadening, deepening stages and giving them an idea as to where they might fit into the modern employment scheme. Economy, business, government -- these would be included in the career curriculum. Broad occupational clusters such as the health sciences would be systematically investigated, including every health vocation component from food handler to brain surgeon. The underlying and continuing purpose of career education would be to equip students for development and fulfillment within our culture, not forcing premature commitment to a single job field, but gradually narrowing preparation to fit the natural aptitudes and informed interests of each person.

I have spent much of my first year as Commissioner advancing this notion of a new kind of education that would for the first time give proper status to the long scorned vocational arts and sciences, blending occupational awareness and training with the broad philosophical and liberalizing preparation necessary for all individuals to understand, cope with, and capitalize on the innumerable challenges and opportunities of life. And the response that we have received in this initial year has been one of almost universal affirmation. Americans clearly desire to give their children the sort of competence and preparation that career education promises. Without in any sense disparaging higher education, we have been encouraged to provide reasonable, workable alternatives to a college degree as worthwhile objectives for an ambitious, talented young person. And, correspondingly, colleges will prosper, we believe, through the advent of a better motivated, goal-oriented student who elects the higher education option as part of a conscious career decision rather than as a way of deferring that decision as is too often the case.

Career education as a concept is gaining a broad consensus in the land -- from the viewpoints of teachers, of school and college administrators, of school board members and civic leaders, of parents, and, perhaps most importantly, of the students themselves. This kind of support confirms my visceral feelings and encourages me to press forward with all the resources and power of my office. Career education -- its further definition and refinement, its testing and validation -- is the Office of Education's most pressing priority.

Federal Activities

It is impossible at this stage to predict what the final overall design of career education will be. We in the Office of Education believe that the cause is best served at this time by encouraging careful examination of the concept by everyone concerned and by providing the maximum opportunity to educators in the field to experiment with varied approaches.

Consequently, we have set aside for career education development a major part of OE's discretionary funds, money intended by the Congress to underwrite exploration of new and improved methods of teaching and learning. These funds will be used to promote vigorously the search for sound alternatives to present instructional practice, including development and pilot application of four career education models: school-based, industry-based, home-based, and residential. The school-based model has already undergone operational development in school districts in Arizona, California, Colorado, Georgia, Michigan, and New Jersey.

If the program remains on target -- and we predict it will -- the "first generation" prototype will be experimentally installed in all six sites this September and an operational prototype will be available for national diffusion at the end of next year.

We have also made funds available directly to the States for the development and operation of a single career education project in each because we recognize that career education cannot come about solely as a

product of OE initiatives. Risks are inherent in this type of developmental undertaking, but it seems clear that career education will fail to impact on U.S. education unless we are willing to risk short-term failure in the expectation of long-term gain. The movement must take root in every State, with strong emphasis on local ideas, local initiatives, and local programs that are reflective of the broad national career education thrust, and at the same time meet conditions as they actually exist in each community.

Crucible of the Future

The immense importance of education to American life was underlined by a study released late in 1971 by the President's Commission on Population Growth and the American Future. This analysis indicates that American families spend \$80,000 to \$150,000 to raise two children and put them through college. This remarkable and typically American commitment by one generation to the next is a clear act of faith in the system, for all its weaknesses. As the study says, "Having a child will not only mean giving up one life-style for another, but also potentially giving up one standard of living for another."

Much of the burden of this parental trust rests upon our educational system. The people believe in the schools as a vital determinant of their children's future and as a prime influence on the way of life this Nation will realize. To whatever degree the people have found the schools wanting in efficiency, equality, or relevance, they have never, in my

judgment, lost faith in education as the most fundamental and essential instrument of our national life. The schools remain the microcosm of our world and the crucible of our future.

The challenge confronting education is to justify a faith so generously given and so staunchly maintained even in a time of questioning and change. There must be a growing sense of the need to be fully accountable for the wisdom of our choices and the effectiveness of our actions. We in education must be first among the critics of our condition and first to act upon our findings.

With a full measure of this reciprocal faith, I believe that Americans will find, at the close of this decade, that their new expectations in education are being met, that education has again responded effectively to the public will. And yet I also believe that our society will be dissatisfied with whatever gains that are realized by the close of the 1970s -- a splendid discontent that will launch us properly into the next decade of the endless educational renaissance.

CHAPTER II -- LOOSING THE SHACKLES

Despite steady increases in Federal, State, and local support for compensatory education programs during the 1960s, economic disadvantage remains a serious barrier to educational progress in the '70s. The facts speak for themselves:

- # 46 percent of low-income children attend schools having per-student expenditures below the national average, while only 10 percent attend schools with expenditures above the national average.
- # Students from families with an income of less than \$7,500 a year constitute 37 percent of elementary school enrollment but only 24 percent of college enrollment.
- # 15 percent of students from families earning less than \$3,000 fail to graduate from high school, but only 5.3 percent of those from families with incomes over \$15,000 fail.

Given the steady flow of evidence indicting the quality of education available to most low-income students, the Office of Education (OE) in FY 71 established as one of its highest priorities:

To develop a Federal strategy of compensatory education to meet the special needs of economically disadvantaged children and to put it into action.

Linking this with the President's admonition in his March 1970 Higher Education Message, that "no qualified student who wants to go to college should be barred by lack of money," the OE in FY 71 mounted a multitude of activities, throughout the preschool to postgraduate spectrum, to alleviate the crippling influence of economic disadvantage.

Elementary-Secondary Instruction

Title I, Elementary and Secondary Education Act (ESEA)

The most wide-ranging, ambitious, and heavily funded of OE administered programs targeted directly on the disadvantaged is the Title I ESEA program. Funded in FY 71 at a level of \$1.5 billion, this formula grant program aims to redress some of the factors which deny educationally deprived children an equal educational opportunity. It provides school districts with supplemental funds to support special services to improve the school performance of educationally deprived children. Such services include programs of remedial instruction in reading and math, medical diagnosis and care, supplementary meals, cultural enrichment, and pre-vocational training and counseling.

The widest sample of achievement data yet examined on students assisted by Title I -- a pooling of comparable mathematics and reading test data from grades 2, 4, and 6 in five States -- showed that children at all these grade levels were progressing at a rate approaching the norm for non-disadvantaged students. However, even the realization of a normal rate of achievement leaves the Title I-assisted student behind his peers since students must show pronounced learning deficits to be eligible for Title I help.

National surveys conducted in 1968, 1969, and 1970 indicate that Title I has been relatively successful in targeting money on school

districts serving the disadvantaged population and in focusing upon many of the critical needs of that population. However, many improvements need to be made in the delivery mechanism. Chart 1 illustrates the scope of the program.

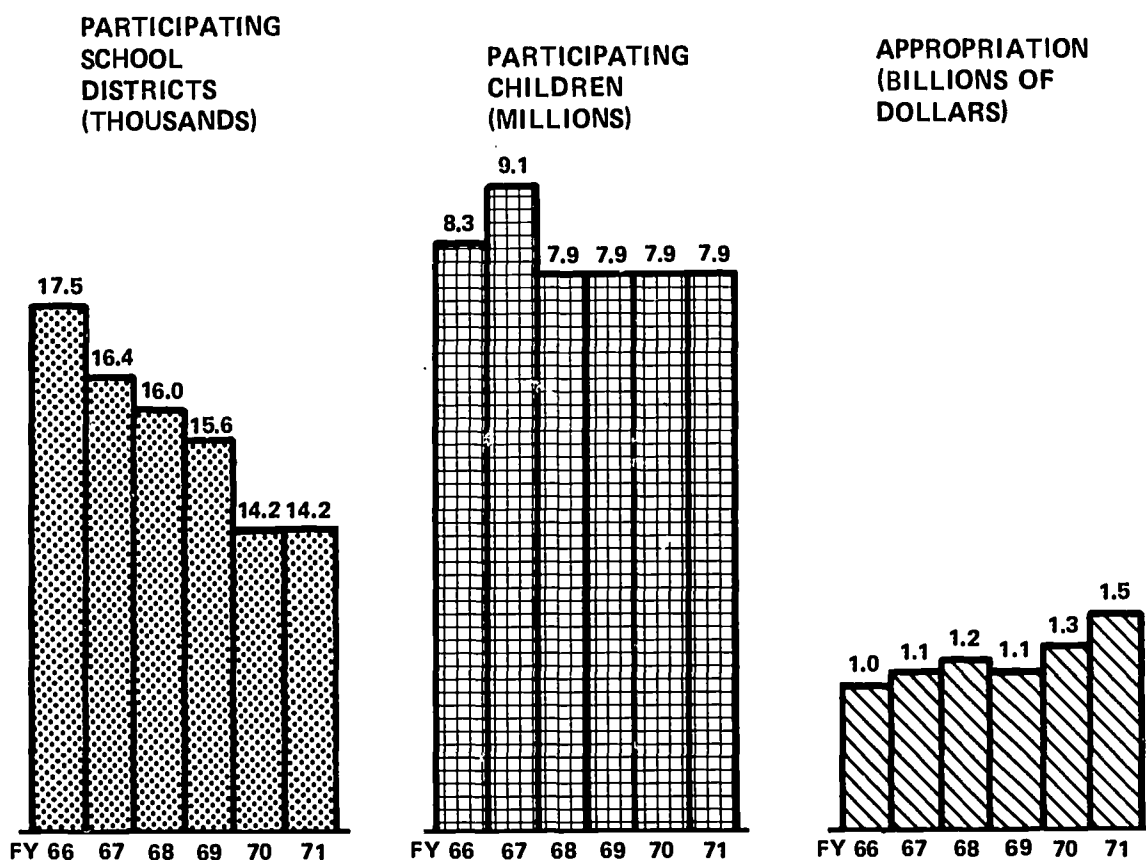
The steady reduction in the number of school districts participating in Title I, while appropriations have been going up, has resulted from continuing consolidation of small districts into larger ones. The decrease in the number of participating children is a result of efforts on the part of local school districts to concentrate their Title I efforts and funds on schools with the highest percentage of disadvantaged students.

An important new Title I regulation in FY 71 required that school districts and State departments of education must henceforth provide proof that resources and services financed with State and local funds are being provided in roughly equal measure to all schools within a district. The ratio of students to teachers and per-pupil expenditures for teachers' salaries and instructional materials are among the factors used to determine comparability.

Title III ESEA

This program is not specifically aimed at the disadvantaged, but at generating innovative solutions to a diversity of educational problems. Nevertheless, \$40 million out of its \$143.4-million appropriation was devoted to fostering innovative approaches to the education of children

CHART 1
TITLE I ESEA FOCUSES ON MOST CRITICAL NEEDS



THE DECLINE IN NUMBERS OF DISTRICTS WHILE APPROPRIATIONS WERE INCREASING RESULTED FROM CONSOLIDATION OF SMALL DISTRICTS. THE DECLINE IN NUMBERS OF CHILDREN REFLECTS CONCENTRATION OF FUNDS ON SCHOOLS WITH THE MOST DISADVANTAGED CHILDREN.

from low-income families during the 1970 school year and the summer following.

Of the 110 Title III projects initiated at the discretion of the Commissioner in the fiscal year, 17 in as many States--supported with \$2.5 million--addressed themselves primarily to the challenges of education for the disadvantaged young.

Title VIII ESEA (Dropout Prevention)

Dropout Prevention programs under Title VIII ESEA are funded by direct grants from OE to local school systems with high dropout rates and enrollments showing a high proportion of students from low-income families. To be funded, proposals must show promise of producing a model program that can be copied by other school systems.

The \$10-million appropriation for FY 71 was used to continue 10 projects already in operation and to initiate nine more. A total of some 69,700 students was served, at an average cost of about \$145 per student.

Current data on the 10 programs that have been established more than a year are encouraging. For example:

- # The number of dropouts in the target schools was reduced from 3,401 in 1968-69 to 2,462 in 1969-70, and to 2,167 in 1970-71, a 2-year reduction amounting to 1,234 students, or 36 percent.
- # All participating schools reported a significant decrease in vandalism.
- # Participation by parents in school activities has increased by 50 percent.

Follow Through

The Follow Through program, authorized under the Economic Opportunity Act of 1964 and administered by OE, is designed to reinforce, in kindergarten and grades 1 through 3, the gains that children from impoverished families may have made in Head Start or similar preschool programs.

In FY 71, 170 projects were funded which served more than 74,000 children around the country. Almost all of these projects embodied one

or another of 22 different models for early elementary education of disadvantaged children. Evaluation of the relative merits of these models is being conducted under contract by the Stanford Research Institute. Evaluative results permitting direct comparison between one model and another are expected by the fall of 1972. A "consumer's guide" to assist local education agencies in selecting programs in compensatory education is to be prepared, based on these results.

TREND

The need for comprehensive planning and coordination of all Federal, State, and local programs which can help in the education of disadvantaged children became urgent late in FY 70. To improve services to these young people schools had to be able to draw on all available sources of revenue -- the ESEA programs, the School Lunch and Breakfast programs, Medicaid, Community Action Agency services, Parent and Child centers, Public Health Service programs, and so on.

TREND (Targeting Resources for the Educational Needs of the Disadvantaged) was developed in FY 71 to improve school districts' access to Federal programs for the disadvantaged by consolidating the various, and often complex, grant application procedures required by individual Federal programs into one comprehensive proposal.

Although a fundamentally sound program, TREND from the outset ran into administrative problems. Many of these were the result of the program's own flexible guidelines, but chief among them was its lack of legislative authority over funds needed to implement the program.

If the Educational Renewal concept referred to in chapter I becomes reality, this problem should be eliminated. In FY 72 TREND would be phased out and the stronger components of the program incorporated into the renewal strategy. This would include emphasis on local planning, larger community input, a comprehensive child development strategy, needs assessment, the determination of priorities, goals, and objectives, and the drafting of a consolidated grant application.

FY 71 TREND sites included Portland, Oreg.; San Jose, Calif.; Akron, Ohio; St. Louis; Newark, N.J.; Hartford, Conn.; Pittsburgh; Dade County, Fla.; El Paso, Tex.; Wardell, Mo., and Greenwood, Miss.

Career Education

Fifteen percent of the basic grants to the States under the Vocational Education Amendments of 1968 may be spent for programs for the disadvantaged. In FY 71, \$20 million was available for special vocational and technical programs to help persons with academic or socioeconomic handicaps succeed in regular vocational education programs. Secondary vocational and technical education was provided for 957,000 disadvantaged students.

More than half the students benefiting from 149 vocational school building and equipment projects supported by OE were disadvantaged.

Teacher Training

Teacher training programs administered by OE in FY 71 focused on making teachers of the disadvantaged better able to do their job. The Training of Teacher Trainers (TTT) program conducted under the Education Professions Development Act (EPDA), worked toward this end by training those who control teacher training. At Fordham University, for example,

professors worked with doctoral students and teachers in Harlem to broaden their experience and understanding of inner city students and their problems.

The Career Opportunity Program (COP) trained some 7,600 teacher aides and placed them in 1,090 schools, where they now directly affect the lives of approximately 250,850 disadvantaged children.

Aides must themselves be low-income residents of an area served by COP schools; many are Vietnam veterans. About 12 percent of all COP participants lack a high school diploma but have achieved its equivalent through the General Educational Development Test.

More than 200 colleges and junior colleges participated in COP aide training, and 73 percent of these report they are reexamining their teacher education practices in light of the different techniques used.

Because of the urgent need for qualified teachers who understand the special needs of disadvantaged children, nearly 54 percent of the FY 71 appropriation of \$15 million for the State Grants program under EPDA focused on attracting and qualifying teachers and aides for service in schools with high concentrations of low-income students.

The Teacher Corps -- OE's program of 2-year on-site training of future teachers of the disadvantaged -- reported that three fourths of its graduates are now working as teachers or in other educational roles in schools or projects serving low-income students. Many have risen to leadership roles in education -- as administrators, principals, counselors, directors of special projects.

During FY 71 approximately 2,300 interns participated in the Teacher Corps program. Of this group, 1,130 were in their second year and have now graduated. The total Teacher Corps budget for FY 71 was \$30.8 million.

Postsecondary Programs

Student Assistance

In pursuit of its objective to aid disadvantaged students, OE administers a wide variety of programs at the postsecondary level which make available financial and other types of assistance.

Financial Support

Educational Opportunity Grants enable academically qualified high school graduates of exceptional financial need to attend college. These grants may be as high as \$1,000 and must be matched by assistance from the college or university. Under this program \$167.7 million (including \$10 million made available for use from the FY 72 appropriation) was obligated in FY 71 to aid 297,000 students, an increase of \$13.1 million over FY 70.

The College Work-Study Program makes part-time employment possible for students. They may work 15 hours a week on their campus or for a public or private nonprofit agency. Eighty percent of their salary is paid by Federal funds, and the remainder by the educational institution or an agency. In FY 71 the Work-Study appropriation totaled \$158.4 million, a \$5.9-million increase over the preceding year, and benefited 430,000 students against 400,000 in FY 70.

One percent of the Work-Study appropriation is used to support the Cooperative Education program. In FY 71 this 1 percent came to \$1.6 million, an increase of \$60,000 over FY 70.

The program provides grants to institutions of higher education to plan, establish, expand, or carry out projects of cooperative education, which consists of alternate periods of full-time study and full-time

employment related to a student's academic course of study. Student salaries are paid in full by the employer. Ninety-one postsecondary institutions received grants in FY 71, as against 74 the previous year.

Under the National Defense Education Act (NDEA), funds are placed with postsecondary institutions to make loans up to \$1,000 per year for undergraduate students and \$2,500 for graduate students. While the borrower is in school, and for 9 months thereafter, these loans are interest free and require no payment of principal. Repayment of principal and payment of interest at 3 percent over a 10-year period begin 9 months after the borrower leaves school. In FY 71, 560,400 students obtained \$364.2 million in NDEA loans with a Federal capital contribution of \$236.5 million, an increase in this contribution of nearly \$50 million over FY 70.

The Guaranteed Student Loan Program insures loans made by banks and other lending institutions to qualified undergraduate and graduate students regardless of family income. The loans enable students to attend eligible postsecondary institutions and vocational, technical, business, and trade schools. Up to \$1,500 per year may be borrowed by an undergraduate student, up to \$2,500 by a graduate student, with repayment deferred for 9 to 12 months after the student leaves school. If adjusted family income is less than \$15,000, the loan is interest free until the repayment period begins.

In FY 71 more than a million students borrowed more than \$1 billion in Guaranteed Student Loans, an increase of approximately \$200 million in loan volume over FY 70.

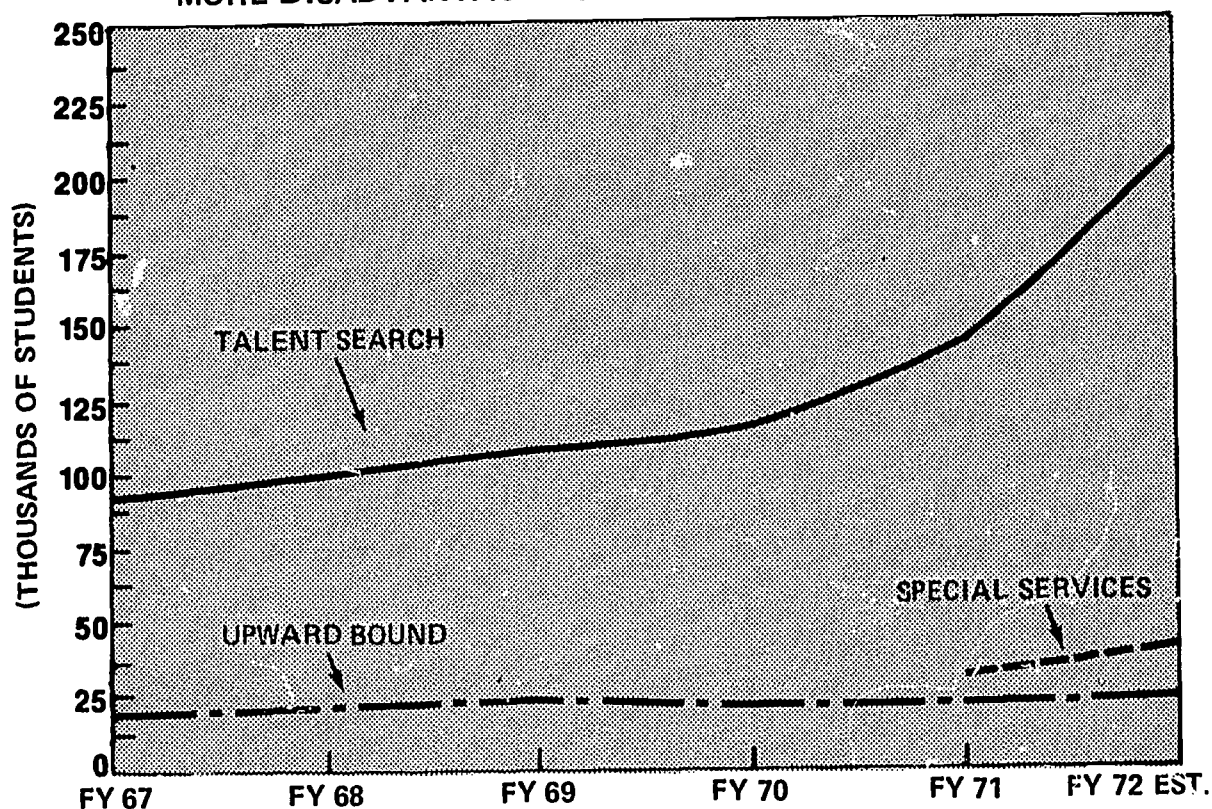
Non-Financial Support

Three programs provide non-financial assistance to educationally disadvantaged students: Talent Search, Upward Bound, and Special Services for Disadvantaged Students. (See chart 2.) These programs are forward funded; expenditures in FY 71 were obligated the previous fiscal year.

Talent Search identifies and recruits young people of financial or cultural need, from the 7th grade on, who show potential for post-secondary education. Funds are used to locate these disadvantaged students, give them counseling and guidance service, and encourage them to complete high school and go on to college. In FY 71, 143,000 students were aided with \$5 million obligated in FY 70. The same sum was obligated in FY 71 and is expected to aid approximately 207,000 students during FY 72.

Upward Bound also serves disadvantaged students whose cultural, economic, and social deprivation has kept them from realizing their potential in the traditional classroom. Through a number of unusual techniques, including a "bridge summer" to help them make the transition from high school to college, youngsters across the Nation are achieving success in higher education. During FY 1971, \$29.6 million in Upward Bound funds (obligated in 1970) assisted approximately 24,000 students. It is estimated that \$28.5 million in FY 71 obligations will aid 25,000 students in FY 72.

CHART 2
MORE DISADVANTAGED STUDENTS STEERED TO COLLEGE



TALENT SEARCH LOCATES DISADVANTAGED YOUTHS OF COLLEGE CALIBER, UPWARD BOUND HELPS THEM GET READY FOR COLLEGE, AND SPECIAL SERVICES LENDS THEM A HELPING HAND AFTER THEY ENROLL.

Many men and women who are enrolled or accepted for enrollment at postsecondary institutions are disadvantaged educationally and culturally as well as economically. Others have physical handicaps. Both groups are in need of remedial and other services to initiate, continue, or resume their studies.

Special Services for Disadvantaged Students, which became operational for the first time in FY 1970, is designed to provide this type of assistance. During FY 71, \$10 million in FY 70 obligations assisted 30,000 students. An estimated 40,000 students will be aided in FY 72 with \$15 million in FY 71 funds.

A "New Student" research program, meanwhile, was initiated at the OE-sponsored Center for Research and Development in Higher Education in Berkeley, Calif., to help prepare colleges around the country to meet the needs of these "lower third" students, who ordinarily wouldn't go to college because of educational and economic disadvantages.

As a result of a management survey conducted by OE, steps were taken in FY 71 to reorganize the administrative structure of all student assistance programs, financial and non-financial, to make them more compatible with the overall needs of the increased numbers of young people who are entering higher education. The move is in keeping with the Administration's goal to make aid to postsecondary students available to all segments of the population, but particularly and first to the disadvantaged.

Community Colleges

Possibly the most important recent development in higher education bearing on the expansion of academic opportunity for low-income students has been the spectacular growth of community colleges. Through liberal enrollment policies, aggressive recruitment, and reasonable tuition charges, these institutions have enabled millions of students who might not otherwise have done so to continue their education.

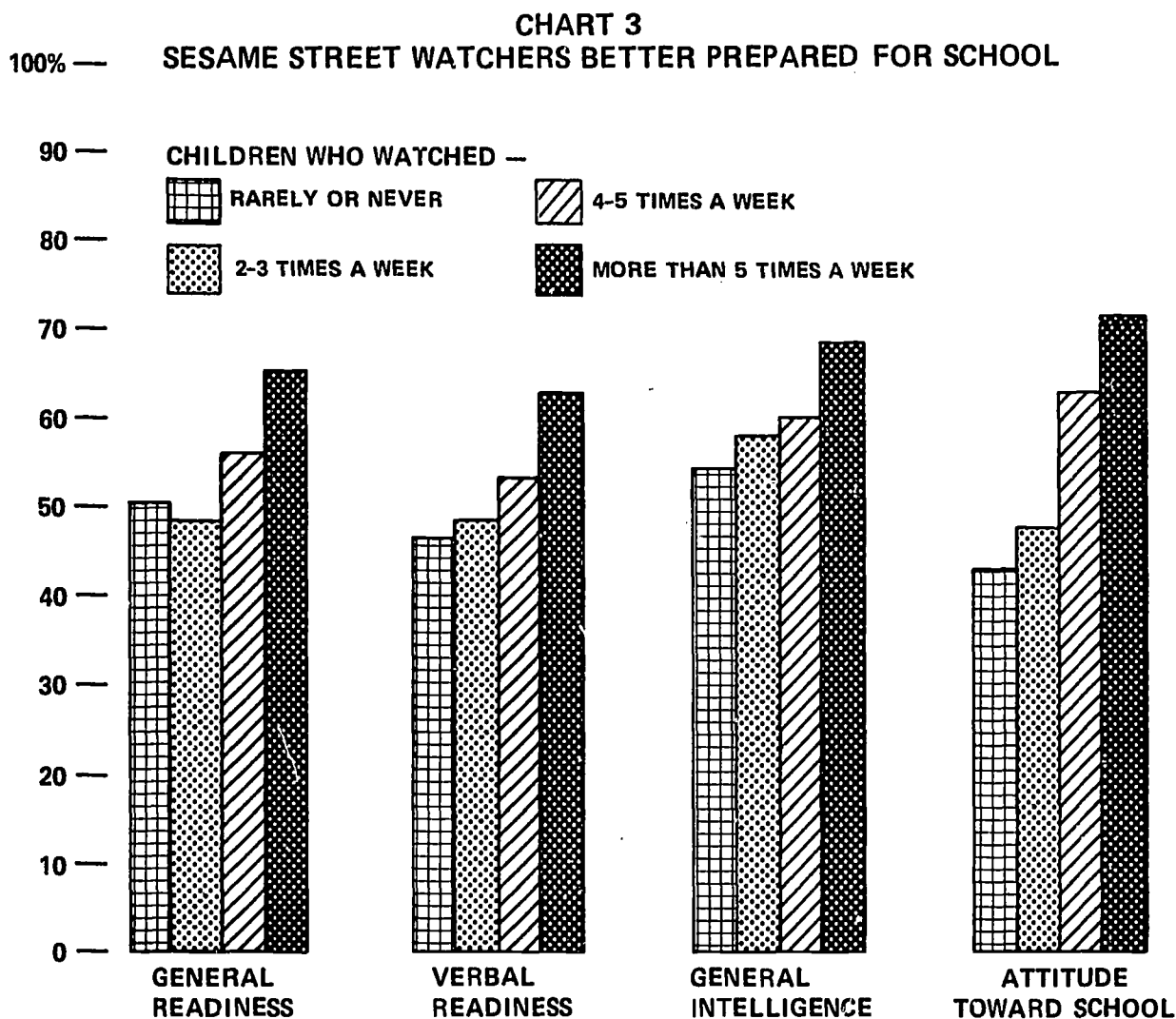
In FY 71 OE recognized the importance of this movement by establishing a special community college unit to coordinate Federal policy relating to these colleges. OE-administered financial support for community colleges during the fiscal year broke out as follows:

- # Approximately \$72 million was earmarked for 183,000 community college students in Educational Opportunity Grants, College Work-Study grants, and National Defense Student Loans.
- # Six community colleges provided services to 12,000 youths with assistance from \$332,000 awarded under the Talent Search program. For Upward Bound, \$825,000 was allotted to 11 community colleges for assistance to 800 students. The Special Services program, with \$3 million for community colleges, assisted 8,000 students.
- # Under the Cooperative Education program \$342,000 was set aside for 20 community colleges.
- # Fifty-nine community colleges were awarded \$7.8 million under Title III of the Higher Education Act: Strengthening Developing Institutions. (The legislation specifies that 23 percent of funds appropriated to this program be reserve for community colleges.)
- # Two-year colleges received \$40.8 million in construction grants under Title I of the Higher Education Facilities Act. An additional \$2.9 million was allocated in grants to help these colleges pay the interest on construction loans; it is estimated that these grants supported a total loan volume of \$150 million.
- # Under Part E of the Education Professions Development Act (EPDA), institutes to train community college personnel were set up at 51 colleges, including 34 community colleges, and were funded at close to \$2.5 million. Also under Part E EPDA, 656 fellowships, funded at \$3.8 million, were awarded to personnel at community colleges.

Research and Development

Primarily through its support of the Children's Television Workshop, producer of Sesame Street, OE intensified its investigation of television as a medium for instruction. In its more ambitious second season,

Sesame Street continued to expand its audience and, in many disadvantaged areas, reached as many as 90 percent of the children between ages 2 and 5. By the end of the show's 29-week run it was being seen by an estimated 8 million of the Nation's 12 million preschool children. This represented a tremendous educational return on OE's FY 71 research investment of \$2.6 million for the show. The sheer size of the viewing audience reduced the cost per student reached to the remarkably low figure of about one cent per child per hour. Moreover, the program got an "A" for teaching effectiveness in an evaluation by Educational Testing Service (ETS) of Princeton, N.J. In its conclusions ETS reported (chart 3):



THIS IS HOW TEACHERS RANKED 112 DISADVANTAGED CHILDREN WHO ENTERED SCHOOL FOR THE FIRST TIME LAST FALL AFTER WATCHING SESAME STREET VARIOUS NUMBERS OF TIMES A WEEK.

- # Children who watched most learned most.
- # The program was equally effective with black disadvantaged children and with white disadvantaged. Among frequent viewers, the disadvantaged gained as much as advantaged children, and three-year-olds who were frequent viewers gained more than older children who watched the program less frequently.
- # Teacher reports suggested children who watched Sesame Street regularly were better prepared for school than those who watched infrequently. Additionally, children who had viewed the program for 2 years showed measurable gains in favorable attitudes toward school and toward people of other races.

Other highlights of Sesame Street and Workshop activities included:

- # Broadcast of Sesame Street over 200 noncommercial and some 50 commercial stations, one of the largest lineups in TV history.
- # Development of the most extensive "reach and teach" effort ever undertaken in support of a TV show through a grass roots "utilization effort" designed to encourage preschool-age children to become regular viewers of Sesame Street and to reinforce the educational message of the show.
- # Research and production of pilot films for a new series, called The Electric Company, aimed at transmitting basic reading skills to a nationwide audience of 7 to 10-year-olds.

An unusual OE-supported research effort to improve education for disadvantaged children was the Parent-Child Toy Lending Library in Berkeley, Calif. The toy library helps parents teacher their preschoolers through the use of educational toys, games, puzzles, and other devices. Developed by the Far West Regional Laboratory in Berkeley, it is being copied all over the country.

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About one fourth of OE's research funds in FY 71 went into projects aimed at improving education of disadvantaged children, in both urban and rural areas, and of minority children.

CHAPTER III - BARRIERS DOWN

The isolation of minority groups -- intertwined as it is with problems of poverty -- continued as one of the most serious problems facing our schools during the period covered by this report. America's minorities -- primarily blacks, poor Appalachian whites, Spanish-speaking persons, orientals, and Indians -- in far too many cases continued to find themselves on the short end of educational service.

Despite steady advances in school desegregation, 44 percent of minority students nationwide attended schools with 80 percent minority enrollment. Only a little over a third of these students went to schools with minority enrollment levels below 50 percent. Moreover, the quality of instruction experienced by the 2.5 million young people who speak English poorly or not at all continued to vary enormously from district to district.

In higher education, even though increasing numbers of students from minority backgrounds gained entrance through student financial assistance plans and new admission and recruitment policies, the dropout rate among these students was markedly higher than for non-minority students.

To sharpen the focus of the many Federal assistance programs designed to abet State and local efforts to redress the educational inequities of racial isolation, the Office of Education (OE) established as an operational priority in FY 71:

To eliminate racial, ethnic, and cultural barriers to educational opportunities, from elementary school through college, including Career Education.

To this end, substantial changes in program direction were implemented on a broad scale during the fiscal year.

- # Research programs focused more closely on minority education requirements.
- # Teacher training projects put emphasis on increased awareness of the needs of the underprivileged and on minority recruitment into the education profession.
- # Learning resource programs concentrated their support where high concentrations of minority members are normally enrolled.

One new program specifically aimed toward ending racial isolation -- the Emergency School Assistance Program --- enabled OE for the first time to provide hard-pressed school districts with supplemental funds to assist them in the complex business of school integration.

As the projects and programs discussed below show, Federal assistance actively influenced educational progress in the Nation's ghettos, barrios, migrant camps, and reservations. A top OE priority for FY 72 will be to build on this substantial record of achievement through an even more refined system of priority management than that initiated in FY 71.

Elementary and Secondary Instruction

Bilingual Education

The Bilingual Education program, under Title VII of the Elementary and Secondary Education Act (ESEA), is designed to meet the special educational needs of the estimated 5 million children who come from homes and communities where the dominant language is one other than English.

Some of these children know little or no English when they enter school. The bilingual program strives to make it possible for them to use and take pride in their first language, surviving and even prospering until their ability in English permits the use of both languages.

During the year, 32 Title VII grants in bilingual education were awarded, making a total of 164 projects nationwide, serving about 90,000 children.

Some of the home languages spoken by children in the program are Spanish, Navaho, Chinese, Zuni, Portuguese, French, Passamaquoddy, and Muskhogean.

Migrant Projects

More than a quarter of a million children of migrant agricultural workers got better schooling because of FY 71 allocations of \$57.6 million in migrant education grants to the States under Title I ESEA.

The challenges of meeting the educational needs of migrant children are many, starting with the fact that about 75 percent of the migrant labor force is of Mexican descent and speaks English with difficulty if at all.

Some localities can plan on having migrant pupils for up to 6 months, usually from the middle of October through April, but must figure on late entries and early withdrawals. Others must plan "summer programs," which often necessarily overlap the regular school year. All must try to compensate for the limited schooling migrant children receive as their parents follow the crops.

Most programs tend to concentrate on helping the migrant child to develop his ability to speak and understand English. Many also attempt to provide individualized or small-group instruction in math, science, and social studies.

Improving the child's opinion of himself through the use, wherever possible, of teachers and teacher aides of his own ethnic group is another major aim of almost all programs. Finally, through coordination of a variety of resources outside the program -- including the Child Nutrition Service of the Department of Agriculture -- transportation, regular meals, and medical and dental care are also parts of most programs.

One Title I ESEA project sponsored during FY 71 promises that the children of migrant agricultural workers will no longer arrive as social and educational unknown quantities in each new school they enter. A computerized, nationwide migrant student information system, with terminals in 47 States and a central data bank in Little Rock, Ark., was perfected and will become fully operational in the 1971-72 school year.

On request from any authorized school official, the Migrant Student Record Transfer System, as it is called, will make immediately available personal and educational data on any migrant child whose records it contains. The system has more than 265,000 children in its memory and can let a child's new school know, for instance, his birthdate, current reading and math levels, and any history of chronic or critical illness.

As part of a bilingual, bicultural program for migrant Mexican-American children, OE's Southwest Educational Development Laboratory, at Austin, Tex., developed materials in Spanish for grades 1-3. Educational personnel were

trained to teach English to Mexican-American and Indian Children through a program supported by the Southwestern Cooperative Educational Laboratory, Albuquerque, N. Mex.

Education in Appalachia

Children in isolated areas of Appalachia received special training through a home-oriented preschool program developed by OE's Appalachia Educational Laboratory in Charleston, W. Va. Mobile classrooms, teacher aides, and TV programing brought these children educational experiences that prepared them for 1st grade.

The Teacher Corps also worked successfully with children in the Appalachian area. According to one testing, the Corps had a "positive impact" on 300 children in eastern Tennessee. Within a span of only 4 1/2 months, students taught by a Teacher Corps team averaged academic achievement a month greater than that of those receiving instruction from regular teachers.

Census Data For Education

OE undertook a Census Mapping Project in FY 71 to make racial, economic, and other data from the 1970 Census of Population and Housing available by school district.

The project superimposed school district boundaries on 6,000 census maps of counties and metropolitan areas. It then derived computer reference tapes for all school districts with enrollments of 300 or more.

Both maps and tapes will be available from OE's National Center for Educational Statistics in FY 72. This will be the first time that educational

planners and administrators have had access to this information, which should prove valuable in pinpointing the extent of racial concentration in school districts and in developing improved formulas for the distribution of Federal and State education funds.

Personnel Training

Three Training of Teacher Trainers (TTT) projects for paraprofessionals, developed in FY 70, were used as models for similar projects in FY 71. One of these, located at the University of North Dakota, focused on the development of teacher trainers for Indian communities. Faculty and doctoral students worked with teachers and education students in Indian communities in Montana and Washington as well as in North Dakota.

OE also funded several models to train some 480 Spanish-speaking teachers and teacher trainers to use Spanish for instruction in bilingual schools.

Still another teacher training program -- Cooperative Urban Teacher Education -- was designed to train teachers to teach inner city students more effectively. This program was developed by OE's Mid-Continent Regional Educational Laboratory in Kansas City. It is being coordinated with 60 institutions of higher education and tested in five public and two parochial schools. About 200 preservice teachers have already been trained in this program.

During FY 71 about half of the Teacher Corps consisted of minority persons. The success of the Teacher Corps in recruiting minority group members is attributed largely to the use of minority persons as recruiters, trainers,

and project administrators. The goal was to have the makeup of every Corps team reflect the majority race of the students to be served.

TTT projects made special efforts to recruit minority persons for training as top-level education leaders. The University of Chicago arranged a doctoral program so that minority group persons already in second-level administrative positions could obtain the necessary credentials to qualify for higher positions.

In addition, the Teacher Development for Desegregating Schools program identified and provided guidance and counseling for some 4,500 teachers displaced as a result of school desegregation. The Advanced Speciality and Displaced Teachers programs, which are directed toward meeting the training and certification needs of educational personnel, funded 47 projects at colleges and universities, ranging from short term to multiyear. Funding for FY 71 was \$5.4 million.

Higher Education

Support for Black Colleges

In keeping with the objective of equalizing educational opportunity for isolated students, OE during FY 71 increased its support for predominantly black colleges over FY 70.

Aid to black colleges centers to a great extent in the Developing Institutions, student aid, and facilities construction programs.

Developing Institutions Program

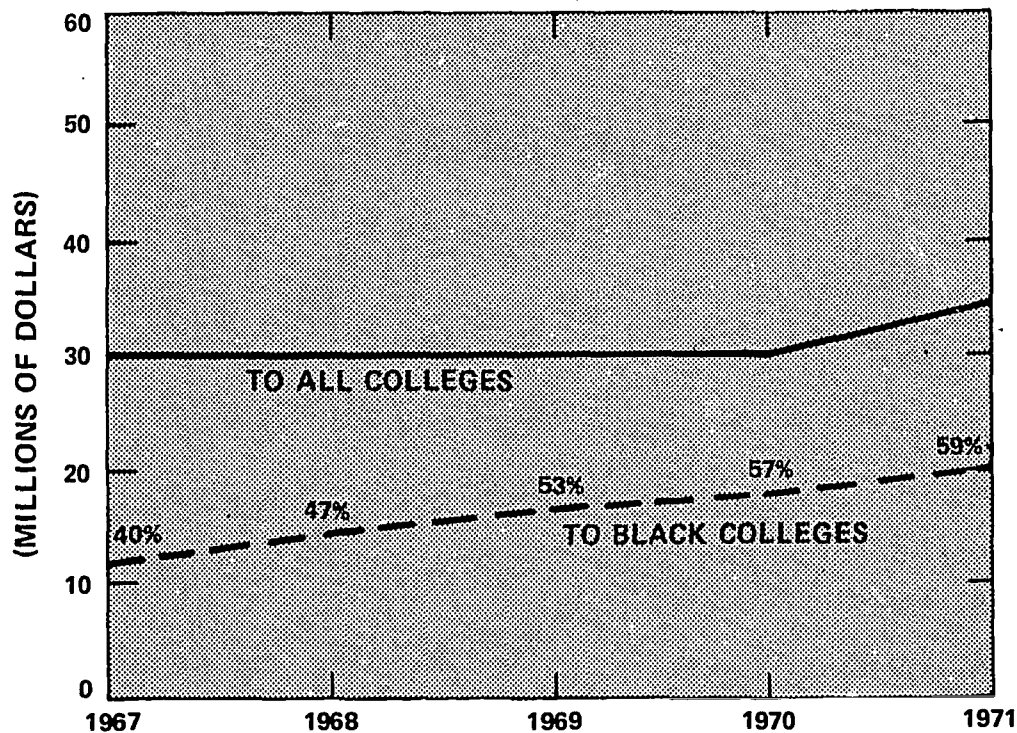
The Developing Institutions program, authorized by Title III of the Higher Education Act (HEA), helps struggling colleges and universities which have both the desire and the potential to make a substantial contribution to higher education. It does this by supporting cooperative arrangements among developing institutions, between developing institutions and established institutions, and between developing institutions and business firms, foundations, or other agencies. Federal grants may be used to achieve improved academic quality through programs of administrative improvement, faculty development, curriculum development, and student services. In FY 71 black colleges received \$19.8 million or 58.6 percent of Developing Institutions funds. This compare with \$17 million, or 57 percent of the total, for the previous fiscal year. (See chart 4.)

Student Assistant Programs

Black colleges also participate heavily in OE student assistance programs (described in chapter II). Students in these colleges received the following amounts in Federal funds under the three college-based student financial aid programs in FY 71:

- # An estimated 31,400 students received \$17.2 million in Educational Opportunity Grants.
- # An estimated 51,600 received \$18.9 million as the Federal share of their College Work-Study salaries.
- # Approximately 46,000 borrowed \$14.5 million in National Defense Student Loans.

CHART 4
MORE DEVELOPING INSTITUTION SUPPORT GOES TO BLACK COLLEGES



IN FY 71 TITLE III HEA FUNDS WENT TO 198 DEVELOPING INSTITUTIONS. EIGHTY-NINE OF THESE, OR 45 PERCENT, WERE BLACK. THERE ARE 111 BLACK COLLEGES.

Under the three programs of non-financial assistance to disadvantaged students, black colleges were allocated the following amounts from FY 71 appropriations:

- # Talent Search -- \$584,000, as compared with \$447,000 from the FY 70 appropriation.
- # Upward Bound -- \$5.9 million, serving 4,000 students, as compared with \$4.7 million from the FY 70 appropriation.
- # Special Services for Disadvantaged Students -- \$3.6 million serving 10,700 students, as compared with \$2.2 million from the FY 70 appropriation.

Construction Loans and Interest Grants

Under the Higher Education Facilities Act black colleges received \$287,000 in construction grants and \$9.2 million in 3 percent direct Federal construction loans. In addition, \$23.8 million in privately obtained construction loans was supported through the approval of \$586,000 in Federal Annual Interest Grants, which reduce the colleges' interest cost on such loans to 3 percent.

Black colleges received assistance under additional OE programs:

- # Support to black colleges for the graduate fellowships authorized under Part E of the Education Professions Development Act (EPDA) amounted to \$264,000 in FY 71, as compared with \$146,000 in FY 70.
- # Grants for institutes to train teachers and counselors and upgrade their academic proficiencies, also under Part E, were awarded to 26 black colleges, in the amount of \$1.6 million. In the preceding year, 11 grants were awarded for a total of \$955,000.

Helping the Colleges Help Themselves

On the theory that greater cooperation among institutions of higher education is necessary to make maximum use of educational resources, OE in FY 71 provided \$2 million in Title III HEA funds to launch a program known as TACTICS (Technical Assistance Consortium for the Improvement of College Services).

This program helps predominantly black colleges and consists of six consortiums with a total membership of 84 developing colleges. Within each consortium, a developing college serves as a program coordinator and administers the Federal funds.

By developing the technical know-how to generate academic reform, improved management systems, and better recruitment and admissions procedures, these groups are strengthening the voice of black colleges in the higher education community. This kind of interinstitutional cooperation serves as a model for the future, when pooling of efforts by other colleges is likely to be necessary for their survival.

Strengthening College Libraries

OE's College Library Resources program, authorized by Title II-A HEA, is designed to strengthen and increase the library resources of institutions of higher education by enabling them to purchase books, periodicals, documents, films, magnetic tapes, phonograph records, audiovisual materials, and other related library materials. During FY 71 the program was redirected to distribute these learning resources more equitably throughout the Nation's academic libraries so that students in institutions with the greatest need would benefit most.

A total of 780 different institutions received support under the program's \$9.9 million appropriation. While this was far fewer than the number of institutions receiving funds in past years (some 2,200 in FY 70), the impact of the FY 71 funds was considered far greater than in previous years because program redirection improved support for less affluent colleges. The 36 black institutions affiliated with the United Negro College Fund, for example, received \$87,933 in FY 70 under the program, but in FY 71 awards to these colleges increased to \$269,614.

Personnel Training

Part E EPDA authorizes grants to institutions of higher education to train persons who are serving or preparing to serve as teachers, administrators, or education specialists in colleges or universities. Three types of programs are supported: fellowships for full-time graduate level study, short-term graduate level training programs and institutes, and combinations of fellowship support and institutes.

In determining institutional awards, highest priority is given to projects with a strong commitment to educating students from low-income families and programs for personnel who will serve in developing institutions. Applicants for support are encouraged to coordinate their academic programs with other Federal, State, or local efforts. For example, they can coordinate their efforts with those of the Model Cities program.

FY 71 obligations under this program came to \$10 million. Of this amount, \$5 million supported 903 fellowships in 80 institutions of higher education. The remaining \$5 million supported 101 institutes and short-term training programs in 99 institutions. Twenty-six of the 101 institutes and training programs were for blacks and were offered in predominantly black institutions, six were for Spanish and Mexican-Americans, six for American Indians, and three for other minorities.

OE provided consultative assistance to strengthen the newly established Colegio Jacinto Trevino in Mercedes, Tex. -- the first college in the United States designed specifically for Mexican-Americans.

OE also supported intensive training in other colleges and universities for trainers of Spanish-speaking teachers, enabling them to offer Spanish-

language instruction in several academic fields, particularly in Chicano studies.

Adult Education

During FY 71 OE continued to support the establishment or expansion of adult education programs so that adults could complete secondary school and obtain job training to help them become more productive citizens.

In providing basic education for some 600,000 undereducated adults -- more than half of them minority members -- the Adult Education program awarded grants to public and private agencies for comprehensive or coordinated approaches to the problems of adults who have not achieved a high school diploma. It sponsored educational television for undereducated adults in rural areas, developed materials in English as a second language for Spanish-speaking persons, and funded education programs for 2,800 teachers and administrators in basic education.

Special courses in consumer and homemaking education were offered in inner city housing developments, and mobile classrooms were employed to bring similar instruction to sparsely settled regions, reaching children by day and adults in the evening.

Job Training

In FY 71, 148,000 persons were enrolled in institutional manpower training supported by OE as part of the Federal effort to reduce unemployment, offset skill shortages, and increase the productivity and earning power of the Nation's work force. Institutional training takes place in public and private schools and institutions and, under a joint OE-Department of Labor

program, in Manpower Development and Training Skills Centers. It includes skill training, basic literacy, improved communications and computational skills, educational counseling, and preemployment orientation.

Special manpower development and training program sponsored during the year included a supplementary program of skill training and training allowances for unemployed and underemployed persons residing in redevelopment areas. They also included projects to demonstrate new methods to meet the training problems of the long-term unemployed, the handicapped, and minority group members and experimental and demonstration programs to prepare persons in correctional institutions for employment upon release.

Library Programs

In FY 71 OE substantially redirected both its Library Training program and its Library and Information Science Research and Demonstration program to improve library services to minority groups.

The Library Training program, Title II-B HEA, authorizes grants to assist institutions of higher education to train persons in the principles and practices of librarianship and information science through fellowships and institutes.

During FY 71 institutes, rather than fellowships, were emphasized as the better means of meeting such priorities as service to the disadvantaged, recruitment of minority persons into library work as professionals and paraprofessionals, and preparing librarians to better address national problems like illiteracy, drug abuse, and environmental abuse. No new fellowships were awarded; the \$2.6 million they might have taken out of the program's \$4-million appropriation was focused on the institute program.

Of the 38 institutes funded during the year, 10 concentrated on improving library service to minority and disadvantaged clientele; three trained para-professional library personnel; seven dealt with such priorities as the Right To Read and early childhood, drug, and environmental education, and two addressed black studies. Five institutes were established to train minority and disadvantaged persons in the library field; they helped recruit some 175 qualified chicanos, Indians, blacks, and poor Appalachian whites as potential librarians.

The Library Research and Demonstration program shifted emphasis away from basic research and toward support of studies to identify the information requirements of specific disadvantaged and minority populations. With a \$2-million appropriation, studies were funded to identify the special informational needs of the urban poor, Spanish-speaking Americans, American Indians, and the aging, and to develop data concerning the extent and quality of present library services to these groups.

OE also funded an evaluation of the operation and impact of the Albuquerque Model Cities Library Materials and Cultural Center, where innovative approaches to library and related services to minority groups in the Model Cities area are being tested.

Increased emphasis on library programs for the disadvantaged was called for in the 1970 amendments to the Library Services and Construction Act (LSCA) also. During FY 71 LSCA program officers worked closely with State library agencies to prepare for adoption of the amendments in FY 72.

In addition to consolidating LSCA into three programs (services, construction, and interlibrary cooperation), the amendments call for long-

range State planning to reflect national goals and State and local priorities regarding the disadvantaged and the illiterate or semiliterate. OE's planning and evaluation staff cooperated in launching an intensive survey to identify LSCA projects which have been particularly successful in extending public library services to the poor and to minority groups.

Special Minority Affairs Projects

African American Affairs

OE's Office of African American Affairs pursued its advocacy role through a number of activities aimed at increasing the responsiveness of OE programs and personnel to the special educational problems of the black minority.

During FY 71 the unit:

- # Worked closely with OE research officers in developing and funding two major studies concerning the black minority: Issues and Answers in Black Studies and Survey of Black Studies in Universities, Colleges, and Centers.
- # Conducted a Career Development Seminar Series to train black professionals for positions as counselors and placement officers in selected schools, colleges, and universities.
- # Strengthened communication between OE and the black community of the District of Columbia through a series of special activities, including OE participation for the first time in Black History Week.

American Indian Affairs

A milestone in Federal relationships with the American Indian community was a memorandum, cosigned by the Commissioner of Education and the Commissioner of Indian Affairs, in the Department of the Interior, giving parents a greater hand in program planning and development in the 250 Federal boarding schools for Indians, and in operation of the schools.

Another OE-Bureau of Indian Affairs (BIA) agreement clarified the respective roles of the two agencies in the administration of funds authorized under Title I ESEA. It spelled out for the first time many of the specifics for the education of children in the Federal schools, which are operated by BIA.

Throughout the year OE's Office of American Indian Affairs provided technical assistance to Indian communities and to local education agencies in developing community councils and relating educational programs to Indian culture. It identified special needs, priorities, and areas of concern of the representatives of Indian organizations.

An Indian Education Policy Task Group was convened in OE to advise on policy development and to help devise the most effective use of OE resources in the pursuit of quality in education for Indians. Its recommendations will serve as the basis for future programing.

OE funded Indian education in FY 71 with more than \$50 million under Title I ESEA and various discretionary programs, including aid to college students. Some \$23 million more went to school districts with some Indian population under Public Law 81-874, which provides for Federal payments toward the general operating expenses of "federally impacted" districts.

Spanish-Speaking American Affairs

In FY 71 the OE Office of Spanish-Speaking American Affairs (OSSAA) worked to promote new ways to meet the needs of bicultural children and Spanish-speaking Americans of all ages in learning situations or as members of communities. As

part of this effort a task force of 29 leaders of organizations of Spanish-speaking persons was formed. It met periodically in Washington to assist communities, school districts, and the OE relative to the educational needs of Spanish-speaking citizens.

Close liaison was established between OE headquarters and its 10 regional offices to achieve greater understanding of the problems of Spanish-speaking communities. An informal package identifying OE programs beneficial to Spanish-speaking Americans, stating program objectives, applicant eligibility, deadlines, and financial data, and naming the individual to contact for more information was prepared and distributed by regional offices.

OSSAA also generated OE funding of mobile institutes in the Southwestern States to provide leadership training to Chicano college students who work with secondary schools, colleges, and communities to improve college admission and recruitment practices affecting Spanish-speaking students. The program has now expanded into the Midwest and Northwest and into Puerto Rican communities both in Puerto Rico and in major continental cities.

Women's Opportunities Surveyed

In recognition that women in higher education often fail to receive the employment opportunities extended to men, the OE requested data on higher education employment by sex. Questions added to the annual Higher Education General Information Survey in FY 71 are designed to determine the number and proportion of female faculty and administrative staff members and the mean salaries paid to men and women in the same kind of position.

Activities Relating to Desegregation

Title IV of Civil Rights Act

Title IV of the Civil Rights Act of 1964 provides professional and financial assistance to help local school districts eliminate school segregation and bring about the individual and institutional changes necessary for school desegregation to be permanent.

Five activities are funded under this OE-administered program:

(1) grants to school boards, (2) university desegregation assistance centers, (3) State education agency technical assistance units, (4) university institutes for school personnel, and (5) direct assistance from OE to school districts in the process of desegregation.

The total FY 71 obligation for Title IV was \$18,998,000, with \$6,610,600 or 34 percent going to local school boards, \$6,808,000 or 36 percent to university centers and institutes, \$2,402,400 or 13 percent to State education agencies, and \$3,177,000 or 17 percent to technical assistance and administration.

Emergency School Assistance Program

The Emergency School Assistance Program (ESAP) was designed to meet the special needs of school districts that arose as a result of desegregation either under a court order or under a voluntary plan approved under authority of Title VI of the Civil Rights Act. Pending specific legislative action,

a supplemental appropriation of \$75 million was provided under existing authorities to help meet the growing needs of the most hard-pressed desegregating school districts.

ESAP was launched in August 1970 to provide a broad pattern of grants to school districts then involved in desegregation. During the period of August to November 900 grants were made to local education agencies for a total of \$63,325,000. In these 900 districts, 2,260,000 students were reassigned to integrated schools. These pupil transfers largely ended the dual school system in the Southern and Border States. In addition, 156 community groups were funded at a total cost of \$7.4 million to support desegregating local education agencies.

Grants under ESAP for FY 71 had to be made as quickly as possible since school districts had, in many cases, already begun the administrative and programing changes necessary to bring about successful school desegregation. Despite the pressures of time, each application was reviewed for design and compliance with program regulation prior to funding. If a serious problem was found, either the project was not funded or funding was delayed pending a resolution of the problem.

An evaluation of the effects of the special assistance program during the 1970-71 school year indicated that tensions dropped and cooperation and acceptance between racial groups improved as the year progressed. Since ESAP funds were usually responsible for only a small part of a school district's efforts to improve education through desegregation, the direct effects of

ESAP funded activities were often not measurable. However, according to the responses of students, teachers, and school administrators, counseling, counseling support, racially mixed student activities, and remedial education activities and materials supported by ESAP funds were directly related to the improvement of school conditions.

The experience in allocating FY 71 funds was valuable in planning improvement in the administrative processes and procedures for allocating FY 72 funds. Guidelines and new criteria were developed for FY 72, using personnel from the local, regional, and national levels. To assure the most effective distribution of funds, applicant districts were grouped according to the emergency nature of their problems. In addition training sessions for superintendents, project directors, State education departments, and regional office personnel were held to acquaint staff with the project writing, review, and approval processes, and to review civil rights compliance requirements.

CHAPTER IV -- "NO ROOM AT THE BOTTOM"

In 1971 two out of three young Americans left school or college without having learned a profession, a trade, or even a job skill that would enable them to compete effectively in the labor market or to capitalize on their innate talents.

These were the young people -- 2.5 million of them -- who dropped out of elementary or secondary school, graduated from a high school general curriculum, or departed college without completing their course. (See chart 5.)

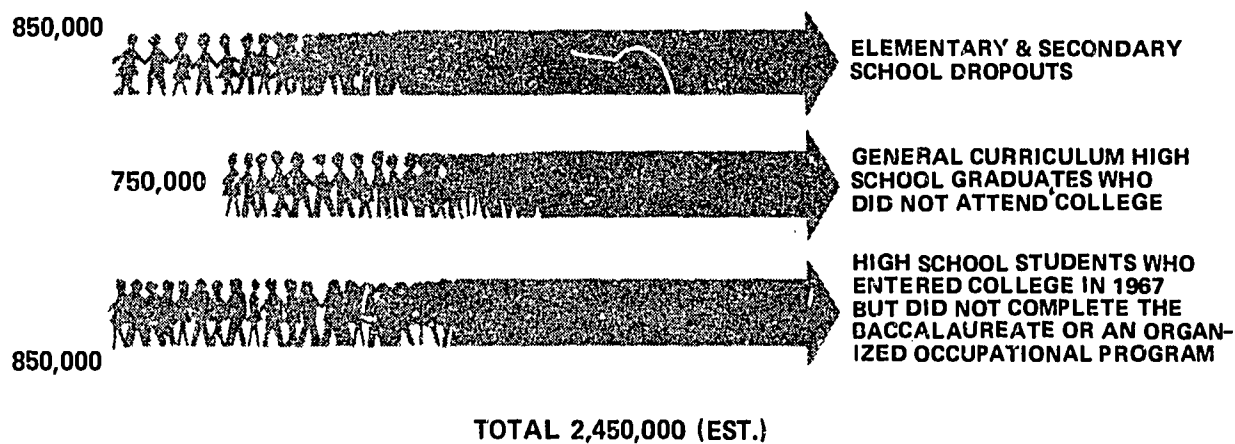
Their years of schooling represented an expenditure to the Nation of \$28 billion. There is no way to put a price tag on their personal losses -- lost dreams, lost aspirations, lost initiative -- or the loss of their potential contributions to the Nation's economic and social progress. It is reasonable to assume that many of them will require public support as adults, on welfare rolls or in public health or penal institutions.

By 1975 it is estimated that there will be only about 4.5 million unskilled jobs in the American economy -- but that 3.5 million unskilled young people will be entering the already heavy competition for these jobs.

"For them," the Commissioner of Education said in a speech to State directors of vocational education on May 4, "there will literally be no room at the bottom."

CHART 5 NO ROOM AT THE BOTTOM

NEARLY 2.5 MILLION STUDENTS LEAVE THE FORMAL EDUCATION SYSTEM OF THE U.S. EACH YEAR WITHOUT ADEQUATE PREPARATION FOR A CAREER. IN 1970-71 THERE WERE:



The figures point dramatically to a basic failing in the American educational system. They underscore the need for a top-to-bottom overhaul that will bring the world of work into the classroom and make it an integral part of the learning enterprise. They dictated an important OE priority for FY 71, "to increase greatly the quality, prestige, and reality of Career Education."

Career Education -- A Start Is Made

In chapter I the Commissioner stressed the need for a Career Education orientation that would acquaint young children with career choices and help teenagers and young adults make those choices early and prepare for them fully. Chapter I also cited the initiatives undertaken by the OE in 1971 to encourage Career Education nationwide.

This chapter discusses in more detail the four Career Education models being developed by OE and the starts made to validate and implement them.

Further, it highlights the extensive efforts of many States and local school districts, with OE support -- primarily under the Vocational Education Act (VEA) -- to develop promising approaches to Career Education based on their own State and local needs.

In FY 71 OE classified the potential beneficiaries of realistic career orientation and preparation into four groups.

The most obvious group, of course, comprises those of the 52 million children in elementary and secondary schools who should have the opportunity to prepare for a career at the professional or subprofessional level.

The second group includes students who want skills they can use immediately after high school graduation. It also includes dropouts and other young people willing to participate in job training programs run by business, labor, and other private organizations.

The third group -- more difficult to reach -- consists of under-educated and very likely unemployed adults who lack the confidence or motivation to return to formal education.

The fourth group is made up of entire families willing to move to a central training location and learn marketable skills together.

To help States, school districts, business, and labor get a handle on the Career Education concept -- to provide a point of departure -- OE keyed its four theoretical models to the needs of these four target groups. It awarded contracts totaling \$4.6 million to the research and development community to refine the models and begin pilot testing.

School-based Model

American schools today provide very well for college-bound students who know where they are going and reasonably well for students who elect

vocational training in high school. They offer few options for the majority of students who wander through the high school general curriculum, drop out or graduate with little or nothing to offer prospective employers, or enter and drop out of college, still without a sense of direction.

OE's school-based model is not a panacea that will provide for every one of these youths. But it does offer a rational, step-by-step approach to Career Education that the OE believes may prove to be considerably better than the present system.

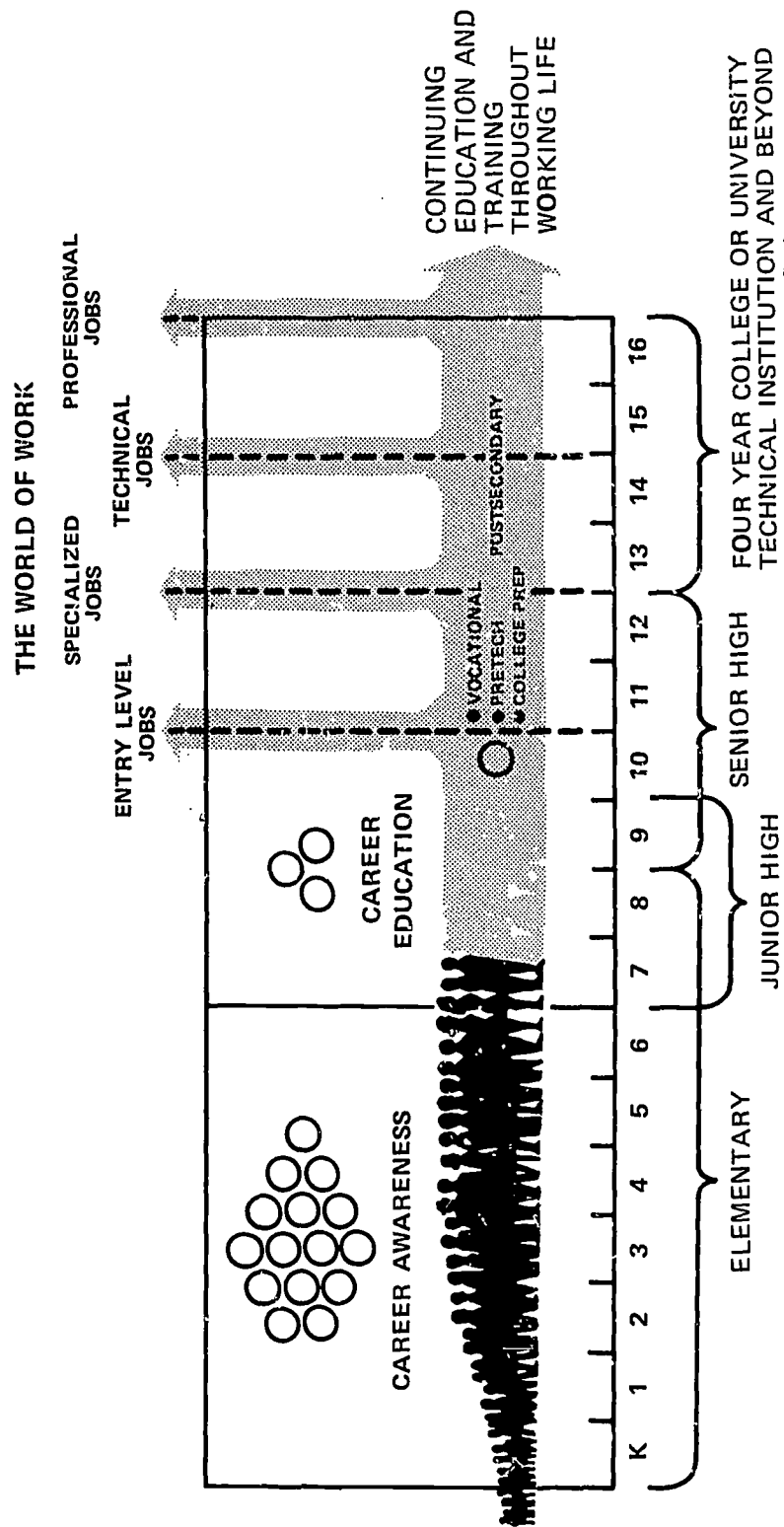
The school-based model (chart 6) begins career orientation early. From kindergarten through grade 6, the practical job applications of reading and spelling, mathematics, social studies, and science are worked into textbooks and classroom activities.

For example, at the end of a reading or mathematics lesson a guidance counselor could join the teacher in explaining to the class how the ability to read and spell well can lead to a career as a writer, editor, historian, librarian, or linguist; how mathematics is the basis for a career in physics, chemistry, or oceanography.

To simplify career orientation, OE pulled together into 15 major occupational clusters most of the Nation's 20,000 job categories as identified by the Department of Labor:

Agri-business and Natural Resources	Hospitality and Recreation
Business and Office	Manufacturing
Communications and Media	Marine Science
Construction	Marketing and Distribution
Consumer and Homemaking Education	Personal Services
Environment	Public Service
Fine Arts and Humanities	Transportation
Health	

CHART 6
AN EXAMPLE OF A CAREER EDUCATION SCHOOL-BASED MODEL



For "Joe Carver" and "Jane Simpson," who show an early interest in things scientific, study of these 15 major career fields provides by grade 6 a rudimentary knowledge of their career possibilities. Class field trips to marine laboratories, factories, and construction sites help to make the world seem real.

Early in junior high school both youngsters, after talking at length with their parents, teachers, and guidance counselor, make a tentative career choice. While they can change their mind at any time, both decide to plan toward a career in the environmental sciences. Joe is thinking about forest conservation; Jane, about water pollution control. Both plan to go to college.

By the time they reach senior high, Joe and Jane are taking the usual biology, chemistry, and other scientific prerequisites for college. But they are also getting practical experience. By school arrangement, Joe works two afternoons a week with the rangers in a nearby national forest. During this experience he becomes greatly interested in rock formations and the composition of the earth. Jane works with the local water authority, learning how to take water samples from the lake that supplies the city's drinking water and how to test them.

Joe does indeed go on to the State university, changing directions slightly and graduating as a geologist. Jane, having had some trouble with college-prep physics and biology in high school, opts for a 2-year post-secondary education at the community college. She stays in the career field of her choice, however, and becomes a biochemical technician, analyzing the pollutants that find their way into water supplies.

Had either young person sought work directly after high school, or even as a dropout, he would have had some knowledge and some marketable skills in his chosen career field.

If this model or some variation of it were adopted in every school district, the majority of elementary and secondary students would have a systematic way to choose a career early enough to prepare fully for it. Just as important, adding the career element should give youngsters a realistic reason for coping with academic exercises that now appear to them to have little value in the real world.

Having identified the 15 major occupational clusters, OE contracted in FY 71 for the development of curriculum guides and audiovisual and other materials that teachers, counselors, and other school staff could integrate into the curriculum. Funds appropriated under Part I VEA supported curriculum development in six of the 15 clusters: Communications and Media, Construction, Hospitality and Recreation, Manufacturing, Public Service, and Transportation. OE also funded curriculum development activities in several subclusters -- textile and clothing occupations (Manufacturing Cluster) and child care and development (Public Service Cluster) as two examples.

OE also took the initial steps in FY 71 to provide Federal funding for the first pilot operations in the real school districts where the true test of Career Education's validity must be made.

School districts that had already made marked progress in moving toward Career Education -- many with the active and effective support of their State education agency -- were invited to express interest in becoming pilot sites.

Six districts were ultimately selected to participate in the school year 1971-72: Mesa, Ariz.; Los Angeles; Jefferson County, Colo.; Atlanta; Pontiac, Mich., and Hackensack, N.J.

The Center for Vocational and Technical Education at The Ohio State University received \$2 million to fund the pilot projects and to provide technical assistance as the communities install and evaluate them.

Employer-based Model

This model is designed to serve those young people who perform at average levels in school but lack motivation and want real on-the-job training in a trade or other occupation. It will be built around a core curriculum of academic fundamentals and a wide range of skill-oriented experiences, with work experiences augmenting both core and electives.

Training programs will be developed, operated, and supported by consortiums of local employers to serve students aged 13 to 18 on an open-enrollment, year-round basis. Students could either return to school after completing training, and get regular school credit for all work completed, or graduate from the model program with credentials at least equal to those offered in the regular school program.

Research for Better Schools in Philadelphia and the Far West Laboratory for Education Research and Development in Berkeley, Calif., together received a total of \$2 million in OE research and development money in 1971 to conduct intensive studies of the model and its implications.

A third regional education laboratory, the Center for Urban Education in New York City, began work under a \$300,000 OE contract to initiate a pilot project in that city in the school year 1971-72. This project will involve the public school system, the city's Human Resources Administration, and a consortium of employers in the insurance/clerical and health fields.

Home-based Model

Designed to reach young adults in their homes, primarily through television, this model will not only encourage correspondence type study but, it is hoped, generate the self-confidence that will draw these young people back into the educational system.

While the concept has not been fully developed, OE envisions a series of learning episodes on both commercial and ETV networks, something like a Sesame Street for an adult audience. Backing up the TV series could be "storefront" clinics at neighborhood locations where those taking the TV courses, or anyone seeking career guidance for that matter, could get professional counseling.

Under a \$300,000 contract, the Educational Development Center in Newton, Mass., is studying the feasibility of installing this model. The Center's study includes a detailed analysis of the characteristics of the proposed clientele and a plan to evaluate the success of the model if and when it is installed.

Residential Model

For Indian and other families living in remote rural areas, this model will offer the opportunity to move temporarily to a residential training center where each member of the family can learn new skills, whether for employment, homemaking, or further study.

Plans call for the reopening in FY 72 of a deactivated Air Force base near Glasgow, Mont., to serve families from six North-Central States as a prototype center. The Mountain-Plains Regional Education Center was set up at Glasgow to develop and operate the training center. The home State of each participant will guarantee him a suitable job when he completes the program.

OE Supports State Initiatives

The Vocational Education Amendments of 1968 authorized OE to support Exemplary Vocational Education Projects in school districts in every State. Grants go in part to State education agencies to develop their own projects and in part to school districts, universities, and other institutions at the discretion of the Commissioner.

Designed in FY 70 and operating in the schools in FY 71 with a total of \$16 million in grants, these projects were early attempts to move Career Education from the theoretical state to actual classroom testing. In fact, together with university-based research, they became the staging ground for development of OE's school-based Career Education model.

Several States made marked progress in furthering Career Education in FY 71. The following examples of State-initiated and OE-supported activities have been selected at random.

Wyoming

Wyoming picked Riverton to launch a Career Education model, and its State Plan for Vocational Education includes a 5-year schedule for the systematic spread of the Riverton model to every school district in the State. According to this plan, several additional school districts will implement Career Education in school year 1971-72.

The State Department of Education helped Riverton develop more than 100 Career Education curriculum units for the elementary grades. These instructional materials assist teachers to give youngsters from all social, economic, and cultural backgrounds a more realistic picture of the world of work. Other Wyoming school districts have already begun to use these materials as they emerge from field testing in the Riverton district.

Mississippi

Mississippi elected to combine the Federal (discretionary) portion of its Exemplary Project funds with its own State portion for a single demonstration site.

Jones County, a rural district in the southern part of the State which was undergoing a crash program for school integration, agreed to pioneer as the State's demonstration site. The Jones County project

staff now agrees that the positive thrust of this broad-scale educational effort, plus the increased career options it provided for youngsters of varying ability levels, contributed much to the ability of the district to integrate its schools without racial incident.

Less than a year after the Jones County program became operational, four other districts were so impressed with it that they asked State help to start similar Career Education programs.

Michigan

A notable feature of Michigan's demonstration project, in the large automobile assembly center of Pontiac, is the degree to which community people, business, and industry have agreed to work with the schools. Parents volunteered to work with school staff in lining up community and industry spokesmen to come into elementary classrooms. Another part of the parent volunteer effort was to get assembly plant and other business managers to conduct student visits through their operations so that the students could observe the kinds of work done there. More than 200 individuals, factories, and businesses signed up.

State Research Thrusts

Even as they launched pilot projects to get Career Education rolling, the States, like OE, recognized that a number of pieces in the design were still missing. The States used 63 percent of their VEA research and development funds in FY 71 to support research related to Career Education.

For example, Florida contracted with its State university for the development of a Career Education curriculum for use in grades K-5. Indiana initiated a project in the North Gibson school district to develop ways to make disadvantaged and handicapped children aware of career choices and to help them choose career ladders. Georgia funded an experimental Career Education project covering 11 elementary schools. Oregon supported projects on career awareness and exploration at elementary and junior high schools in Tigard, Springfield, and Portland.

School Staff Training

Career Education means extensive retraining of teachers and other staff at all education levels. With more young people knowing about and selecting from a broad range of occupations that demand little or no college training, good vocational programs at the high school level become even more essential. Some 380 new area vocational schools were built across the country in FY 71 with the most up-to-date workshops and equipment -- but, like other schools, they will be only as good as the men and women who staff them.

OE and the States made significant progress in FY 71 in developing training systems to help vocational educators provide the leadership and the skill training that young people are going to demand once the Career Education concept takes hold.

OE grants went to 25 State boards of vocational education to conduct training institutes for experienced vocational staff as well as

those new to the profession, to attract more qualified people into the field, to revise their statewide personnel development systems, and to provide an exchange program between vocational teachers and their counterparts in business and industry.

Grants were awarded to 15 other State boards to pay for technical assistance in the design of statewide systems for personnel development and staff training.

OE funded in FY 71 a series of Career Education workshops for school administrators and policymakers to be held in the spring of 1972. A second set of workshops, with State education agency officials, will deal with their potential role in helping school guidance and counseling staffs meet new responsibilities as Career Education develops.

OE also enlarged in FY 71 the effort it launched the previous year to help develop strong vocational education leadership programs at the Ph.D. level. Until this Federal support became available, no university in the country had been able to mount a comprehensive doctoral program in vocational education leadership. OE supported 11 institutions in developing suitable programs in FY 70 and provided fellowships for 160 doctoral candidates to go through these programs. In FY 71 seven institutions and 56 OE-supported fellows were added; States indicated their interest by supporting 44 more fellows.

Handbooks to Keep Up

There is a growing need by school counselors, manpower planners, and students themselves to keep abreast of what is going on where in Career Education. Which high schools, public and private, have programs

to train students as dental assistants and medical secretaries?
Which community colleges offer courses in structural technology or
crime detection? How would each of these specific courses fit into
a student's overall career planning?

OE contracted in FY 71 for the preparation of two handbooks to
answer these kinds of questions. Using data from 16,400 public and
private high schools, 1,200 colleges and universities, and 8,000
other postsecondary institutions, it expects to publish by summer
1972 its first Vocational Education Directory, to be updated in 1974.

The second handbook, The Outlook for Careers Through Vocational
and Technical Education, is being designed to complement the Department
of Labor's Occupational Outlook Handbook. While Labor's publication
describes jobs, salaries, and working conditions, OE's handbook will
go back to the beginning, summarizing the education needed to get each
of these jobs.

CHAPTER V -- INVESTING IN THE HANDICAPPED

An estimated six million school-age and one million preschool-age American children are handicapped. The stunning fact that, of these, more than 60 percent receive no special education services led the Office of Education (OE) to adopt as a FY 71 priority to promote, in cooperation with State and local education agencies, "a national commitment to provide equal educational opportunity for all handicapped children by 1980."

Humanitarian though such an objective may be, it was not inspired by compassion alone. Money spent to provide equal educational opportunity for the handicapped has proved to be a good investment, not only in them as worthy human beings, but in manpower badly needed by the Nation. Moreover, in the end it often realizes a cash saving to the taxpayer.

Examples of salvaged manpower are many . . .

Every one of the students who have completed training at a New Jersey school for the deaf in the past 10 years has been placed in a productive job in metalwork, floristry, food service, printing, and other industries . . .

At a State school near Miami, Fla., severely emotionally disturbed boys work on outdoor sculpture as therapy, learning welding, carpentry, landscaping, and other skills as they do. A high percentage return to regular high school and finish successfully . . .

As for taxpayers' money saved --

The Florida boys are one instance. Each one who reenters regular education saves the State from \$4,000 to \$5,000 a year.

At Albuquerque, N. Mex., 120 mentally retarded young people, excluded from public schools and once likely candidates for welfare or a State hospital, are attending a special school while living at home. Many are on their way to becoming self-sufficient. State officials estimate that each one who does will save New Mexico taxpayers a quarter of a million dollars or more during his lifetime in welfare or institutional costs.

Estimates by the States indicate these numbers of handicapped children received special education in the school year 1970-71:

Mentally Retarded	830,000
Emotionally Disturbed	113,000
Deaf and Hard of Hearing	78,000
Speech Impaired	1,237,000
Visually Handicapped	24,000
Crippled and Other	
Health Impaired	395,000
	<hr/>
	2,677,000

Probably half of these children could be integrated now into the mainstream of regular education if at the same time they could receive such support as special education resource services. Others will need full-time special education that provides for the special needs of their severe handicaps.

What is needed is a range of services comprehensive enough, and flexible enough, to meet the specific needs of each child from birth until, if this is possible, he enters the world of work. This would enlist the cooperative efforts of residential schools, clinics, social services, instructional materials centers, communication networks, special education schools, regular schools -- any agency that can help to establish appropriate educational opportunities for handicapped children.

OE at Work with DHEW and the States

OE cannot do the whole job of education for the handicapped alone -- nor should it attempt to. Other Federal agencies have competencies that will help meet the target of equal educational opportunity by 1980. States and their local education agencies have the basic responsibility to deliver education to children -- and, moreover, the right to deliver it as their people wish.

OE worked in several directions in FY 71 to bring the capacities of all appropriate Federal and other agencies to bear on the 1980 target.

Within the Department of Health, Education, and Welfare (DHEW), OE and the National Institutes of Mental Health developed plans to make joint grants for six model child advocacy programs in FY 72. These projects are designed to help children obtain whatever services are necessary for their full development. DHEW's Office of Child Development promised to work with OE toward the development of fuller

participation of handicapped children in all Department-supported day care and preschool activities, with a special emphasis upon the integration of handicapped children in Head Start.

The National Association of State Directors of Special Education endorsed the national goal and suggested ways to achieve it. After discussions and planning with these officials and with professional groups, OE developed a strategy to assist the States. Included in the plans, scheduled to begin to become reality in FY 72, are:

- # A series of national workshops, in cooperation with the Education Commission of the States, to assist in the development of legislation appropriate to the particular needs of each State.
- # A series of workshops, in cooperation with the American Association of School Administrators, to offer technical assistance to State administrators of federally funded programs in long range planning.
- # A series of administrative workshops for the State administrators on administrative procedures leading to more efficient managerial operation in both State education agencies and OE.
- # Continuation of visits and technical assistance by OE State Plan Officers. These senior education specialists will work with their counterparts in each State to improve the administration of Federal funds and to assist the States in long range planning and full utilization of available resources.
- # Expansion of OE funding of model programs in early childhood education, learning disabilities, deaf-blind programs, instructional material centers, inservice training for teachers and other teacher training programs, and research and demonstration programs.

Program Activities in FY 71

While planning with an eye to 1980 went on, more immediate tasks continued -- the administration of existing programs for the handicapped.

In FY 71 nearly \$129 million was allocated to the States as called for by various statutes. This included approximately \$46 million for programs in State schools for the handicapped, under Public Law 89-313; \$34 million for local school programs, under Part B of the Education of the Handicapped Act (EHA); \$16.5 million for supplemental projects in local schools under Title III of the Elementary and Secondary Education Act, and \$32 million to meet a requirement of the Vocational Education Act that 10 percent of each year's vocational education appropriation be used to train the handicapped.

Beyond the monies directly administered by the States were \$12.5 million in discretionary funds, awarded by the Commissioner on the basis of recommendations by professional advisors and OE staff members: \$7 million for 64 early childhood education model projects in 42 States, \$1 million for eight model projects on learning disabilities funded through State departments of education, and \$4.5 million for 10 regional deaf-blind centers with direct services to every State.

Nearly \$19 million was allocated to research and regional resource centers, \$32.6 million to training 17,000 teachers, \$6 million to media services and captioned films, and \$500,000 to information and recruitment.

Total allocations came to a little more than \$199 million.

Well over 500,000 handicapped children received some special education services through OE funds in FY 71, as shown by chart 7.

CHART 7
OE ASSISTANCE TO HANDICAPPED CHILDREN ON RISE

	FY 67	FY 68	FY 69	FY 70	FY 71
PART B EHA	-	53,700	115,000	205,000	205,000
P. L. 89-313	82,797	87,389	96,499	110,531	121,568
TITLE III CSEA	-	-	-	-	75,000
VOCATIONAL EDUCATION	-	-	-	115,000	150,000
DEAF-BLIND AND LEARNING DISABILITIES	-	-	-	-	6,000
EARLY CHILDHOOD	-	-	-	-	4,000
TOTAL	82,797	141,089	211,499	430,531	561,568

MORE STUDENTS BENEFITED IN FY 71 THROUGH THE INSTRUCTIONAL MATERIALS CENTER NETWORK, WHICH SUPPLIES MATERIALS AND EQUIPMENT TO TEACHERS OF THE HANDICAPPED.

Materials for Children and Teachers

Beyond the 500,000 handicapped children served directly in FY 71, additional pupils and teachers benefited through the Special Education Materials Center and Regional Media Centers Network. This system disseminates instructional materials, and information on teaching methods, to teachers of the handicapped throughout the country.

The network consists of 14 Special Education Instructional Materials Centers and four Regional Materials Centers. It operates through 300 associate centers.

A clearinghouse of information for both special education professionals and the general public in Arlington, Va., is funded under a contract with the Council for Exceptional Children and OE's Education Resources Information Center -- "ERIC." Finally, there is an Instructional Materials Reference Center in Louisville, Ky., which functions in tandem with the American Printing House for the Blind.

The Captioned Film Program

With the cooperation of the film industry, the Captioned Films for the Deaf program provided entertainment films for approximately 250,000 hearing-impaired persons in FY 71. More than 400 titles are in the captioned film library.

The films and other media for the deaf are loaned to more than 3,000 such local units as public schools and rehabilitation centers. Captioned films will be loaned also to any club of three or more deaf persons who supply their own projection equipment.

Career Education For The Handicapped

In the next 4 years 2.5 million handicapped children will leave school either as graduates or dropouts. About one in four will be fully employed or attending college. Some 40 percent will be underemployed. Another 25 percent or so will probably be unemployed and require welfare assistance, support for families, etc.

With appropriate career education, however, and with appropriate placement programs, virtually all of these young people could become productive contributors to society.

One tool OE has to help bring this about is the 10 percent set-aside (\$32 million in FY 71) of each year's vocational education appropriation to be used to train the handicapped. When Congress directed the set-aside, in 1968, the OE's Bureau of Education for the Handicapped entered into a cooperative agreement with the OE Bureau of Adult, Vocational, and Technical Education to promote ways to ensure progress for career education of the handicapped.

In FY 71 the two bureaus sent teams to visit exemplary projects of career education for the handicapped. Project descriptions, published as a guide to others, are stimulating exchange of information between projects and the initiation or alteration of projects to encompass new ideas to better meet the career objectives of the handicapped.

One of the more striking projects visited was in Montana. The Missoula Training Center decided to use its 10 percent set-aside funds to integrate hard-core handicapped persons into the various training programs it runs for non-handicapped and handicapped alike. A special education teacher and several counselors were hired to work with the center staff and the handicapped students to integrate (or, as they put it, to "slot") them.

A young lady crippled by childhood polio successfully completed the secretarial program and got a good job. The computer instructor learned how to attach his machine to a braille printer, and a blind student became a computer operator. A young man with severe deformation of his right side excelled at heavy duty machinery work. Several employers offered him a job.

In Fullerton, Calif.'s, Project Worker, videotapes are made of industrial employees at work at their actual work stations. The teacher uses the tapes to describe real working situations and to initiate discussions.

Mockups of the work stations are used to help the students learn more quickly. A second tape is made of each student at his mockup work station and shown to prospective employers. After placement, the student is closely supervised on the job and his work experience integrated into his school program. Thirty-one companies and the school district have found the videotape a valuable tool for communication and training.

Early Childhood Education

We are parents of a 3-year-old boy, a cerebral palsied child. Until last fall we knew very little about his prognosis and potential. He walked around with difficulty and his speech and responses were almost nil.

Then from our county nurse we learned about the Early Childhood Education project for the multihandicapped. Within a very few days the home trainer made her first visit.

Within weeks Greg's attention span lengthened. He slept better and walked inside and outside without trouble. He has begun to talk, follows commands and spontaneously imitates most any action exemplified before him.

We are fortunate to live in an area where this project was initiated.

Thus wrote two fortunate parents to their Congressman thanking him for his support of early childhood legislation, Part C EHA.

Of the approximately million preschool-age children in the United States who suffer from some handicapping condition, only about 100,000 participate in any preschool program. Of these 4,000 participated in FY 71 in 64 model preschool projects funded with \$7 million by OE. Reports by the first projects funded indicate that many of the children were able to enter regular school classrooms.

The alternative to early education is usually special classes when a child enters school. More important, early training at critical points of growth enables the child to deal more effectively with his environment and to compensate for his handicap.

Studies suggest that to deprive a child of sensory experiences early in life may multiply the severity of any impairment. Language learning in deaf children, for example, if left to chance until school age, seems never to result in normal linguistic sequencing and characteristics. Early intervention through education of the parents and through the judicious use of hearing aids, glasses, and other aids, and through sensory training, can prevent or reduce a worsening of handicapping conditions.

Educational change is the hallmark of OE's early childhood education program for handicapped children. Major characteristics of change include:

- # Expanding the educational setting into clinics, homes, neighborhoods, and day centers.
- # Erasing traditional classroom bounds of the teacher. The early education setting is as big as the life of the handicapped child.
- # More critical questioning of the practice of labeling a child as "deaf," "crippled," etc., since such labelings frequently set in motion a self-fulfilling prophecy.
- # Involvement of parents. Knowledge and understanding help parents to accept a child's handicap and to help him grow and develop.
- # Recognition of the public school system's responsibility to provide appropriate educational services to preschool handicapped children. It is good economics, and it is critical to the fullest development of these million children.

Ten States have legislated downward the age of handicapped children who can be served with State funds since Part C projects were initiated. Although the program cannot claim full credit for all the changes, State leaders acknowledge that the model projects contributed to a positive legislative environment by demonstrating effectiveness.

Special education at preschool levels is demonstrating effectiveness. A preschool project for retarded children in Nashville has raised IQ an average 18 points. A project for brain-injured children in Houston trained two thirds of them to read at grade level versus 15 percent reading at grade level among children without special education. A project in Washington, D.C., is returning 80 percent of its emotionally disturbed children to regular schools. These are only a few of many successes that might be reported.

CHAPTER VI -- NEW THINGS UNDER THE EDUCATION SUN

"Where circumstances are right and money available," the Commissioner of Education wrote in chapter I of this report, "school systems and universities have been willing to abandon routine in favor of novel, promising, but untested techniques."

The conviction that this is so led the Office of Education (OE) to adopt as one of its FY 71 priorities "to stimulate effective and innovative approaches to education at all levels." The proof that it is so came with the ready acceptance by schools, colleges, and universities of new techniques for which OE made money available during the fiscal year.

Looking beyond the fiscal year and its immediate challenges, the Administration in February 1971 proposed legislation that would create an agency of major research significance--the National Institute of Education (NIE).

NIE would be concerned with how to restructure the American educational system for greater effectiveness, how to increase access to education, broaden the age range of learning, increase the reality of the learning place, design learning programs for individuals, increase the range of resources for learning . . . in brief, how to improve teaching/learning from preprimary through graduate school.

In February also, the Commissioner established an NIE planning unit in OE. The planning unit is supported by a steering committee with members from the Offices of the Assistant Secretary for Planning and Evaluation and the Assistant Secretary for Legislation in the Department of Health,

Education, and Welfare (DHEW), the Office of Science and Technology, and the planning unit itself.

In a preliminary plan completed in FY 71 by the Rand Corporation, three critical areas were chosen for analysis by NIE in the event it becomes reality: improving education of the disadvantaged, making more productive use of educational resources, and improving the quality of education. Basic and applied research approaches to these areas will be examined in FY 72 and programs to address them designed.

Innovative projects supported by OE in FY 71 fell largely within three categories: instructional practices, personnel training, and community participation. At the same time that it was supporting innovative practices, OE stepped up its dissemination of information about successful new educational approaches.

Improvement in Instructional Practices

Elementary and Secondary Education

The Experimental Schools Program

One of the most arresting examples of OE-funded innovation in FY 71 was the Experimental Schools program undertaken in midyear to meet President Nixon's request for research effort to bridge the gap between basic research and actual school practice.

By the end of the fiscal year criteria had been set up and three school districts selected for 5-year experimental projects. Each project was designed to meet the particular needs of its community.

Criteria included:

- # The system must have a comprehensive program from kindergarten through grade 12.
- # The areas for the experiment within each district must have from 2,000 to 5,000 students failing to achieve academic success, the majority of them from low-income families.

A total of \$9.5 million was allocated from FY 71 funds to carry the projects through their first 30 months. The districts funded were the Berkeley (Calif.) Unified School District, \$3.6 million; Franklin Pierce (Wash.) School District, \$2.4 million, and the Minneapolis Public Schools, \$3.5 million.

Three evaluation and documentation contracts, totaling \$1.8 million were awarded, one in connection with each project.

These Experimental School projects will represent significant alternatives to traditional school organization and practice in, among other things, the nature of the curriculum, staff selection and training, administrative structure, the use of time (possibly including variations in the length of the school day, week, and year), and the use of space and equipment.

Four-month planning grants of \$30,000 to \$40,000 each were awarded to 11 school districts and other agencies. Sites to become operational

in FY 72 will be selected from among these districts and agencies, which are:

The Chicago Public School District; The City School District of New Rochelle (N.Y.); the Edgewood Independent School District, San Antonio, Tex.; the Federation of Independent Community Schools, Milwaukee, Wis.; the Newark (N.J.) Public Schools; the Public School System of Gary (Ind.); the School District of Greenville County (S.C.); the Portland (Oreg.) Public Schools; the University of North Dakota; the Vermont State Department of Education, and the National Urban League, New York City.

Five 1-year grants, totaling \$70,000, were awarded to small school systems to enable them to develop particularly exciting and interesting ideas they presented. These grants went to the Davis County (Iowa) School District; the West Las Vegas and Las Vegas (N. Mex.) School District; the Green County (Ala.) Board of Education; the Seaford (Del.) School District, and School District No. 9, Browning, Mont.

All funding was under authorization of the Cooperative Research Act.

The Experimental Schools program itself is experimental, testing alternatives to present government and pedagogical practices. Most notably:

- # Funding, except for minigrants, is for longer than a year, allowing for continuity while testing and retesting possible alternatives.
- # The target population is large enough to allow for sufficient experimentation but small enough to be thoroughly evaluated and documented.
- # Curriculum, organization, staffing patterns, and internal evaluation measures are all chosen by local school personnel and the community.

- # Evaluation and documentation, instead of coming after a project has been completed or is well under way, is an integral part of each project from the beginning.
- # The independent evaluators will use anthropological and sociological measures to identify both what is appearing to succeed and what is appearing to fail, sharing their data with the OE and the project staffs.

The Philadelphia Demonstration

Using \$800,000 provided under the Cooperative Research Act, Title III of the Elementary and Secondary Education Act (ESEA), and the Library Services and Construction Act, the OE launched a major demonstration of a community-managed learning resource center in a low-income Philadelphia neighborhood.

On the average, each of the 9,000 students in this depressed area has borrowed less than one library book a week. Many never have visited a library voluntarily. The project, jointly sponsored by the city's school district and public library system, will attempt to renew these children's interest in the world of learning by providing them with an environment where -- in a non-formal atmosphere -- they can enjoy books, films, tapes, records, exhibits, games, "rap sessions," and other stimuli which they actually help to select.

The shaping of the center, scheduled to open in the spring of 1972, sprang from the determination of the various agencies involved to look at the needs of children, rather than at long-held institutional prerogatives, as they planned a facility that will be neither school or library but an innovative admixture of both.

New Ways to Teach

During FY '71 the OE's Career Opportunity Program (COP) initiated Youth Tutoring Youth, a concept based on the observation that older children with learning difficulties often become better students after having taught or tutored younger children with similar problems.

This was a joint venture with the Neighborhood Youth Corps (NYC) of the Department of Labor. Participants in both NYC and COP served as adviser to the older children. The Youth Tutoring Youth program was installed in approximately 83 percent of the 120 local COP projects funded with an appropriation of \$25 million in FY 71. Results are yet to be analyzed.

About 80,000 kindergarteners were taught to read 100 words before 1st grade with supplemental help from older students, parents, and teacher aides through the First Year Communication Skills Program developed by OE's Southwest Regional Laboratory at Inglewood, Calif.

More than 3,000 teachers and administrators in over 250 elementary schools were trained in Individually Prescribed Instruction (IPI) programs developed initially at OE's Learning Research and Development Center in Pittsburgh and further developed, tested, and disseminated by Research for Better Schools, Inc., the OE laboratory in Philadelphia. IPI is a system under which assignments are tailored to each child, the child's work being evaluated daily.

Innovations Under Title III ESEA

With a FY 71 appropriation of \$143.4 million, Title III ESEA supported the demonstration of creative solutions to a diversity of educational problems.

Grants to the States -- 85 percent of the total -- are directed at critical State educational needs identified by each State. The remaining 15 percent is retained by the Commissioner in order to fund, at his discretion, projects directed at more broadly national goals and priorities.

State grants supported 240 new projects in FY 71 and continued funding for 841 other projects initiated within the past 3 years.

The discretionary portion of the FY 71 appropriation was used to start 110 new projects in reading, environmental and ecological education, cultural pluralism, student and youth activities, drug abuse, early childhood education, and the education of disadvantaged children.

The program's strategy has been to encourage the widespread use of new ideas in education by giving educators the opportunity to try them out and by giving others an opportunity to observe them in successful operation. One of the findings of a recent Title III survey indicated that, on the average, each federally funded project stimulated 20 similar programs in other schools.

Higher Education

The "Newman Report"

In the area of higher education, innovative thinking received one of its strongest forward pushes in many years with publication in March 1971 of what is popularly called the "Newman Report."

Prepared by an independent task force chaired by Frank Newman of Stanford University and funded by the Ford Foundation, the document -- of which the proper title is Report on Higher Education -- was published and distributed by the OE as a vehicle for widespread discussion and debate.

In the foreword Secretary Richardson wrote: "Commissioner Marland and I believe that the report is as significant a statement on higher education as we have seen."

The report was highly critical of today's system of higher education. It called for an intensive national effort to create different types of colleges, new resources to allow individuals or groups to fashion their own education off campus, and new definitions of who can be a student and at what times in his life he can become one.

The report had a powerful impact on the higher education community. Response was in general favorable, although some critics voiced dissenting opinions.

National Foundation for Postsecondary Education

Many of the criticisms of higher education raised by the Newman Report were anticipated by the Administration in its proposal for a National Foundation for Postsecondary Education, submitted to Congress in January.

The purpose of the Foundation would be to finance reform and innovation in the Nation's colleges and universities in line with the President's statement that "The time has come for the Federal Government to help academic communities to pursue excellence and reform in fields of their own choosing."

Complementing the proposed National Institute of Education, the Foundation would make funds available for such purposes as:

- # Assisting in the design and establishment of innovative structures and teaching methods in higher education.
- # Expanding the methods and patterns of acquiring higher education and opening opportunities for such education to persons of all ages and circumstances.
- # Strengthening the autonomy, individuality, and sense of mission of postsecondary educational institutions and supporting programs that are distinctive or of special value to American society.
- # Encouraging postsecondary educational institutions to develop policies, programs, and practices responsive to racial needs.
- # Providing an organization in the Federal Government that is concerned with the rationalization of public policy toward higher education.

In another innovative step, the Administration in FY 71 endorsed a cost of education program to assist colleges in recognition of their contribution to the Federal objective of providing equal educational opportunity.

Exploring Innovations

To make policies and recommendations toward establishment of the Foundation is a high priority task of a special OE committee set up in May. The group is known as the Executive Steering Committee to Explore Exemplary Innovations in Postsecondary Education.

In addition to its efforts for the Foundation, the committee addresses itself to such innovations as the University Without Walls experiment and

the concept of the Open University, which originated in England but is currently being applied in the United States and other countries.

The University Without Walls

The University Without Walls is a consortium of colleges and universities offering several possibilities for graduate and undergraduate work that can lead to degrees. This experiment is called a "university without walls" because it is not built around the traditional campus but serves students wherever they may be -- at work, at home, or elsewhere. It emphasizes a flexible curriculum, combinations of work and study, free exchange of students between cooperating institutions, and the development of technical advances in teaching.

Plans for the University Without Walls were set in motion in FY 71 with \$415,000 in grants from several OE subdivisions. Enrollments began in September 1971 in 20 colleges and universities.

The Union for Experimenting Colleges and Universities, with headquarters at Antioch College, Yellow Springs, Ohio, developed and administers the University Without Walls program.

Community Service and Continuing Education

In these time of dramatic change, higher education can no longer afford to limit its role to the preparation of tomorrow's leaders in quiet academic

seclusion. Colleges and universities must find the best ways to focus their unique resources upon the needs and interests of today's decisionmakers and a wide variety of other adult citizens.

OE's Community Service and Continuing Education (CSCE) program, authorized by Title I of the Higher Education Act, views the total community as the classroom and education as a process of inquiry and action on the part of persons who can influence desirable changes in the quality of community life.

Under CSCE more than 305,000 men and women in all age categories and with varied educational backgrounds came together to learn together in FY 71. Innovative courses, skill workshops, policy-related conferences, and other community education projects were specially designed by colleges and universities to meet the overlooked continuing education needs of adults. These efforts produced not only significant changes in the policies, structures, and curriculums of institutions of higher education, but also benefited large numbers of minority business owners and managers, prisoners, senior citizens, State and local government officials, and women.

Each institution participating in the CSCE program acts within an overall State plan to assist communities in tackling such problems as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use. Funding is two-thirds Federal and one-third non-Federal. Federal obligations in FY 71 were \$9.5 million, approximating those of FY70.

Career Education

Even though Career Education, discussed in chapter IV, is still in its early development, many OE programs promoted elements of this innovative idea in FY 71.

Among Manpower Development Training and projects, for example, was one in Baltimore designed to help small contractors. Many such contractors, because of poor training in making cost estimates, find themselves in a cycle that ultimately puts them out of business. Because they underestimate cost factors, they are forced to use secondhand materials and cut labor far below standard.

In Baltimore 300 small businessmen, usually minority members, were given actual experience training. Instructors included representatives of cost estimating firms, lumberyards, and such trades as plastering, bricklaying, and painting.

Of the 100 trainees who graduated from the first cycle of the program, 75 percent increased their contracts in a year, and 60 percent added one or more employees.

In another effort aimed at enabling adults to improve their career outlook, a grant was awarded to the Texas State Education Agency to develop performance-level literacy criteria to replace the long commonly used years-of-schooling yardstick which many authorities feel is no longer realistic. It is expected that a new and accurate definition of the minimum reading, writing, computational, and general knowledge skills an adult needs to perform effectively in today's society will be developed.

Technology

In its search for new and more effective ways to apply modern technology to the problems of education, OE provided \$298,891 to aid the establishment of an Institute for Education and Technology in Lincoln, Nebr. Projects being developed at the Institute include the following:

- # Identification of schools or school systems located in Missouri, Iowa, Kansas, and Nebraska that can serve as demonstration centers for the testing of innovative instructional materials and methods developed by the Institute.
- # Establishment of a reading center and a computer-based electronic communications network to provide instructional programs and recommendations to reading instructors located in the four-State region.
- # Development of computer-based self-instruction programs that would allow educational and training institutions in the region to better serve the career needs of their students, especially those from a disadvantaged background.
- # Development of new kinds of instructional materials to help the region's educational institutions train professionals and paraprofessionals in solving educational problems.

Systems Analysis for Teachers

Under its Media Specialist program the OE continued its support of the National Special Media Institute (NSMI). During the fiscal year NSMI received \$484,000 under the Education Professions Development Act to continue development of an instructional package known as the Instructional Development Institute (IDI), which can train teachers, administrators, and other educational specialists to use systems analysis techniques in designing solutions to critical teaching and learning problems.

Demonstrations were held in Detroit, Phoenix, and Atlanta during the year. Widespread dissemination of the IDI to individual school districts throughout the United States is to begin in FY 72.

The Satellite Project

FY 71 funds were also used to support a unique satellite experiment designed to provide educational and health communications by radio to remote, often poverty stricken Alaskan villages.

Working in cooperation with the National Aeronautics and Space Administration and the National Institutes of Health, OE provided some \$507,000 to support educational programing over an aging ATS-1 satellite that in September will enable teachers located in 21 villages to improve their skills by giving them voice contact with each other and with a central source of educational experts elsewhere in the State. This pilot project is expected to prove valuable in helping OE to plan applications of telecommunications to other isolated regions.

Improvement in Personnel Training

The OE succeeded in advancing the cause of innovation in teacher training through various of its programs in FY 71, in some instances as the result of spade work done in FY 70 and previous years.

Several examples of this came under the Training of Teacher Trainers (TTT) program. As one example, the City College component of the City University of New York's TTT project introduced open classroom methods it had developed earlier into several Harlem schools from kindergarten through 4th grade.

Other significant results were obtained by TTT projects at Texas Southern University, Michigan State University, and The University of Pittsburgh, to name a few. Texas Southern retrained 36 educational personnel, the majority of them white, to meet desegregation problems. Michigan State graduate professors participated in clinic teams with classroom teachers, graduate students and student teachers in order to get into urban schools and learn about the changes in techniques and curriculums needed to meet the requirements of those schools. Pittsburgh participants designed, developed, and negotiated an effective training model with the core faculty in their departments.

The Teacher Corps, too, has been highly successful in promoting change in the colleges and schools with which it deals. It has taken the lead in introducing instruction techniques which capitalize on such of a trainee teacher's nonacademic experience and competence as may be applicable. In FY 71 all of the 70 participating Teacher Corps universities had incorporated this training technique into their programs.

The School Personnel Utilization program, which encompasses the concept of "differentiated staffing," emphasized the training of teachers assigned to a flexible staff to more effectively relate their skills, interests, and personal motivation to the learning tasks of students. It funded 17 projects in FY 71, at \$2.2 million.

Colleges cooperating with COP were changing their teacher training entrance requirements, course offerings, counseling services, and grading

methods as a result of the new type of student COP brought to their campus. In addition, some States were revising certification because of COP's emphasis on performance-based criteria.

Research on increasing the efficiency of experienced teachers was extended to new areas; the self-paced teacher education components originated by the University of Texas Center, for example, were developed further and widely field tested in the midwest.

A National Workshop on Comprehensive Vocational Educational Personnel Development and Utilization was held June 15-17 in Washington. Bringing together representatives of education, business and industry, professional organizations, and government, it emphasized vocational education personnel development as a comprehensive system, the management of change, and the formulation of action steps to improve existing systems. Regional and State followups were recommended.

Community Participation

The OE's Office of African American Affairs (OAAA), in cooperation with the Office of Economic Opportunity, the National Urban League, and Tennessee State University, Fisk University, and Meharry Medical College, met in Nashville twice in FY 71 with black ministers, public school educators, and representatives of a consortium of colleges in the Southeast

The general purpose was to assess the impact on children of "adaptive speech," or "black English," and to discuss possible selections of second-language learning areas which would include African dialects and non-Semitic African languages. Findings will be published.

OAAA played a strong leadership role and gave technical assistance on procedures required to receive grants and other support from DHEW relative to quality educational programs and career development.

Jointly with the southeastern college consortium, OAAA carried out a series of teaching training seminars.

Urban/Rural School Program

Community participation in developing education personnel training programs became a reality in OE's Urban/Rural School Program in FY 71. Community members were put on a par with school staff on school community councils, most of which then moved toward the implementation of the programs they had designed.

The Youth Community

The Office of Student and Youth Affairs (OSYA) was reactivated in April 1971 after 10 months' dormancy. Throughout the rest of the fiscal year it was involved in planning efforts to foster participation in major OE activities and initiatives by an important "community" -- youth.

OSYA staff members served with the staffs planning the proposed National Foundation for Higher Education and Educational Renewal Centers and with the Career Education Task Force. OSYA actively promoted the education-related recommendations of the White House Conference on Youth, which was held in FY 71.

Major OSYA activities also centered about providing information and technical assistance to student groups seeking to become OE clients. Grants to student groups were made under the Emergency School Assistance Program, the Drug Abuse Education Act, and the Right To Read program.

Dissemination

No educational research helps anyone if it stays on the shelf. Recognizing this, the OE in FY 71 linked into a single continuing process the evaluation of innovative ideas, dissemination of successful ones, and assistance to local schools in installing them.

Making Research Available

OE's major dissemination unit is the Educational Resources Information Center (ERIC) which is designed to provide major access to the results of exemplary programs, research and development efforts, and related information which can be used in developing more effective educational programs. Through a network of specialized centers or clearinghouses, current significant information is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference products. It is then made available to users in both hardcopy and microfiche form.

Begun in 1966, the ERIC system now includes more than 84,000 reports and is adding new items at the rate of 20,000 a year. During FY 71 more than 6.2 million ERIC reports were purchased by educational organizations, and more than 10 million were used by students and educators in the 470 organizations maintaining full ERIC report collections.

OE's National Center for Educational Communications, of which ERIC is a part, also supported dissemination of a limited number of actual educational "products," as distinguished from research findings on which such products might be based.

OE-Financed Products

During the year the Educational Testing Service, under a contract, validated nine research-based products developed under OE auspices and identified another 11 which required further evaluation. OE then began support of national dissemination for six of the nine through demonstrations, site visits, and a traveling educational products display.

Products included: The Multi-Unit Elementary School, developed by the University of Wisconsin Research and Development Center; Minicourses, an inservice teacher training approach developed by the Far West Laboratory for Educational Research and Development, and a kindergarten reading program developed by the Southwest Regional Laboratory.

School-Developed Programs

Also identified for national dissemination were a number of tested programs and practices developed by the schools themselves. For example, the American Institutes of Research (AIR), under contract, screened 100 reading programs nominated by State education agencies and identified 10 that it considered "most successful" on the basis of clearly stated criteria. AIR then described the components of each program in detail, and OE sent

brochures offering further information to all 18,000 school districts, to university departments of education, and to colleges of education.

OE contracted with two of the 10 districts with "most successful" programs, those in Topeka, Kans., and Indianapolis, to provide technical assistance to other school districts wishing to install those programs.

A similar, though more limited, program was carried out to disseminate information about childhood education models. From more than 100 recommended programs, 33 were selected as exemplary, and information concerning these was made available to all participants in the White House Conference on Children.

OE Copyright Program

The OE Copyright Program, designed to encourage publishers to produce and disseminate tested educational products, authorized 100 copyright agreements in FY 71. Another 79 developmental copyrights, used to protect materials during development, were also approved.

CHAPTER VII -- MANAGEMENT

An important objective of the Office of Education (OE) in FY 71 was "to improve the management of education at all levels of government, beginning with the Office of Education itself."

OE management took several actions toward this end during the fiscal year. They fell into two general categories: (1) realignment of internal management functions and improvement in procedures, and (2) improvement in the management of grants and contracts.

Some of the measures taken were designed to produce immediate results; others involved planning for long-range benefits.

Realignment and New Procedures

Consolidation in FY 71 of program direction and administrative support under five Deputy Commissioners narrowed the span of management control and clarified difficult staff-line relationships.

Non-program functions were concentrated under two new Deputy Commissioners.

The Deputy Commissioner for External Relations is responsible for the Offices of Federal-State Relations, Public Affairs, Legislation, and Committee Management, which works with OE's advisory councils and committees,

and for the Federal Interagency Committee on Education (FICE).*

The Deputy Commissioner for Management is responsible for the Offices of Administration, Program Planning and Evaluation, and Regional Office Coordination.

Refinement of the responsibilities of the three Deputy Commissioners for programs permitted a better distribution of programs among OE's 10 bureau level subdivisions.

Office of Special Concerns

Offices representing four special interest groups were transferred to OE from the Department of Health, Education, and Welfare (DHEW).

They were the Offices of Spanish-Speaking American Affairs, African American Affairs, American Indian Affairs, and Student and Youth Affairs.

These offices were incorporated into a new Office of Special Concerns along with the Arts and Humanities Program, the Office of Equal Employment Opportunity, and the Office for Nutrition and Health Services, which were already in OE.

*FICE is chaired by the U.S. Commissioner of Education under an executive order. It is composed of representatives of 23 departments and agencies which administer most of the Federal educational support programs. FICE has the broad mandate to study and appraise Federal educational policy and procedure, advising the Secretary of Health, Education, and Welfare and other agency heads as well on critical issues. Its mission is to facilitate coordination of all Federal educational programs, resolving common problems and promoting effective planning and management.

Management Evaluation

Emphasis on managerial review and evaluation of organizational patterns, use of manpower, internal operating procedures, and other management functions continued in FY 71. A number of studies were made resulting in some organizational and procedural changes which improved the use of manpower.

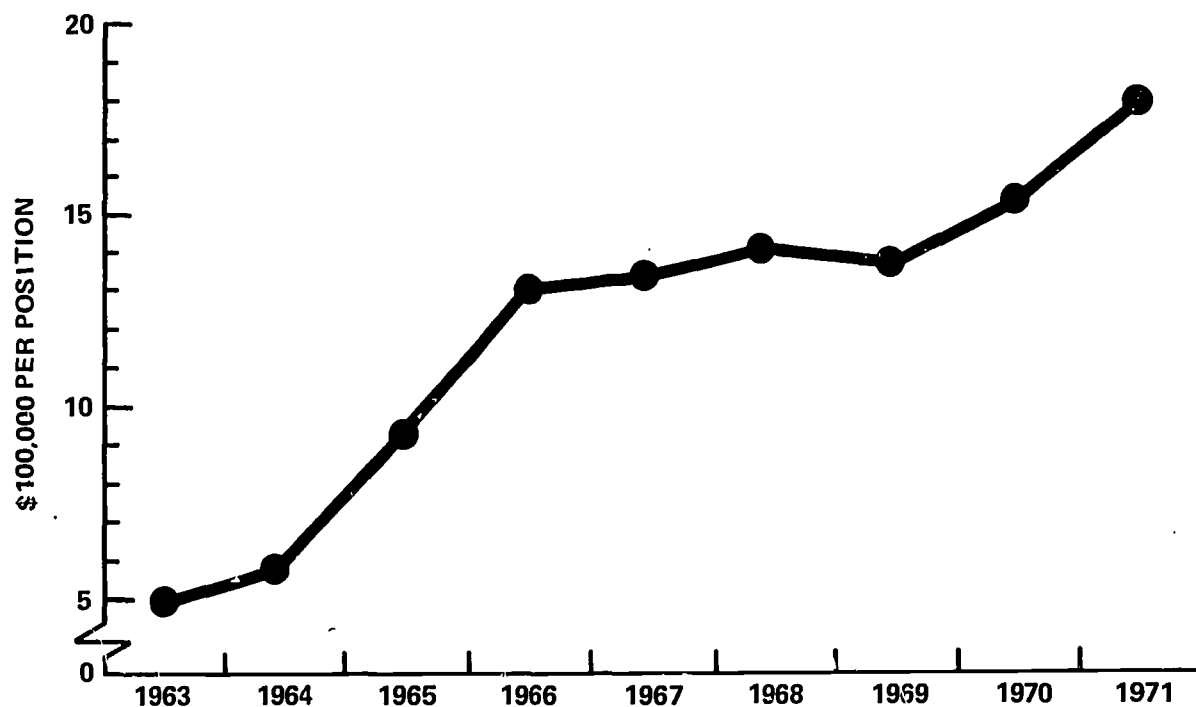
One significant result of these changes was a continued increase in the number of dollars for which the average OE employee was responsible. The ratio of positions per program increased slightly in FY 71 but was still 39 percent below the ratio of 1963. (See charts 8 and 9.)

Program Information System

In FY 71 OE initiated a system to provide an authoritative and continuing source of information in standard form on programs of Federal education assistance. The computer-based system includes the legislative basis and administrative limitations for all such programs.

Information available from the system is used to update the Catalog of Federal Domestic Assistance issued by the Office of Management and Budget (OMB), eliminating the laborious manual editing and updating necessary before. The system, also available to State agencies and other grantees, permits OE to respond to questions about the number and kinds of federally supported programs with greater consistency and accuracy.

CHART 8
RATIO OF DOLLARS TO OE POSITIONS



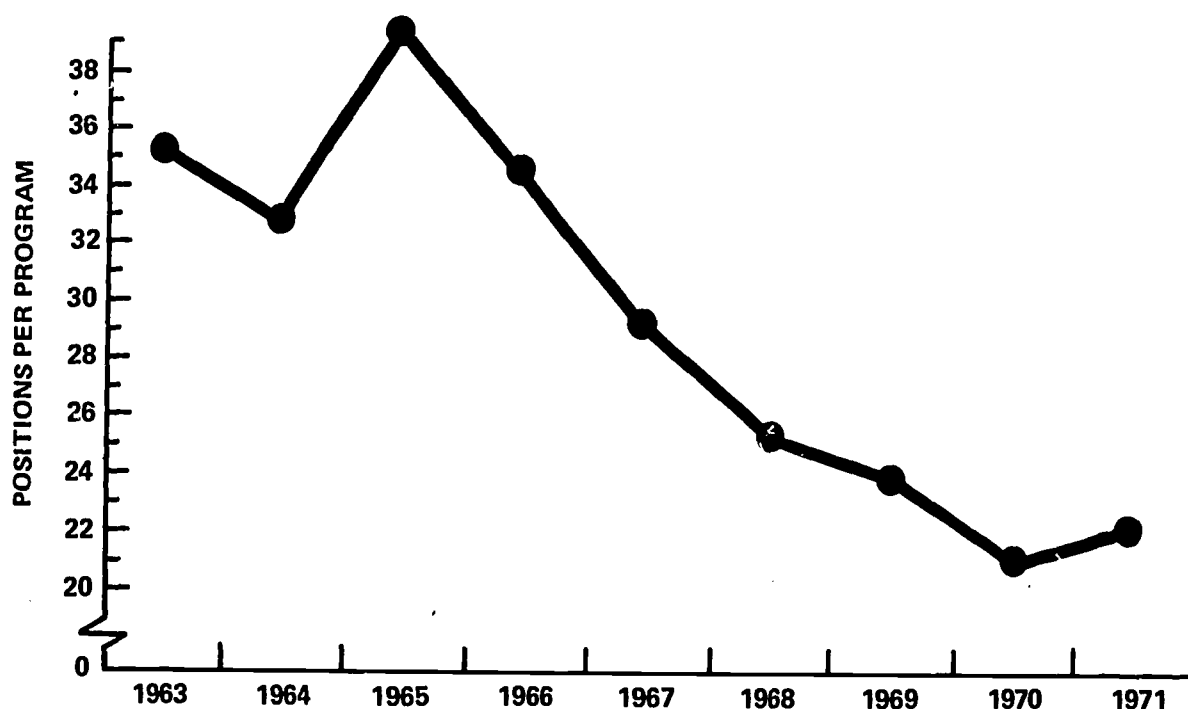
IN FY 63 THE AVERAGE OE EMPLOYEE WAS RESPONSIBLE FOR \$521,000.
IN FY 71 HIS RESPONSIBILITY HAD GROWN TO \$1.8 MILLION.

Financial Management Information System

All computer design, programing, and testing for the accounting and controls phase of the OE Financial Management Information System were completed in FY 71.

This system will represent a complete implementation of the DHEW umbrella accounting system and a significant enhancement of the overall financial management system within OE. An important feature of the system will be its ability to generate, by computer, the major accounting reports required by the General Accounting Office (GAO), OMB, the Treasury, and other Federal agencies. As now projected, the system will readily

CHART 9
RATIO OF OE POSITIONS PER PROGRAM



THE AVERAGE NUMBER OF EMPLOYEES PER PROGRAM INCREASED SLIGHTLY IN FY 71 BUT WAS STILL 39 PERCENT BELOW THAT IN FY 63.

accommodate further development to encompass program planning and budgeting and program performance measurement. Although not included in OE's FY 71 operations, this ability was built into the system to anticipate the needs of the future. The phase-over to the system will be operational in FY 72.

Concurrent with the design of the system, a documentation package was completed. The documentation provides a procedure to evaluate requests for changes in the system and involves collecting, organizing, storing, and otherwise maintaining a complete written record of programs and other documents programed into the computer system.

In addition to the standard computer system documentation, an accounting procedure manual has been developed which will be submitted to GAO for approval.

Management of Contracts and Grants

The number and variety of discretionary grant programs in OE have long been a challenging management problem, but in FY 71, in accordance with President Nixon's goal of greater reliance on State and local units of government, major attention was placed on the delivery of educational services. Innovative grants management practices to support this long-range objective were developed.

Utilizing computer technology, a grants management information system was initiated which will enable OE to control and provide information on awards.

Historically, contracts have been managed primarily by the various program officers and bureaus. As OE's contract and grant activities multiplied, however, it became clear that standardization and economy of administration required an entire reorganization of this function. Consequently, a study was conducted in FY 71, and recommendations were made which are under consideration.

Project Grant Information System

In FY 71 the OE's Project Grant Information System (PGIS), in development for 2 years, began operation. A program of training and installation resulted in full participation by bureaus and offices which

have discretionary grant programs. Other system objectives were reached, and a subsystem for contracts and grants administration was developed.

A standard OE-wide classification made possible computer-generated reports of uniform content for all discretionary grants and contracts.

The system also led to the development of an integrated data collection operation to process applications. A standard form can now be sent to applicants. When it is returned to OE it will provide direct information for a data bank and also serve as the control document for the entire process of review and approval. This operation is entirely new in OE.

Grants Administration Policy

A system for automating the Notification of Grant-in-Aid Actions was designed. The system was based on PGIS for the data base and report generation. Completion is expected in FY 72.

A major problem in FY 71 was implementation of OMB Circular No. A-87. This circular, which established uniform cost allocation plans for State governments, created special problems in the determination of indirect costs for State and local educational agencies operating State plan, formula grant programs. Continuing attention is needed, but the most pressing problems are being solved by negotiating special rates and cost items for such programs.

Consistent with the Secretary's priorities, OE has identified opportunities for grant consolidation, uniform application forms and procedures, and flexible

funding for grantees. This is the first step in a long-range and very important process leading to an integrated services delivery system. New concepts in funding arrangements for multiprogram projects, State coordinating mechanisms, and closer working relationships between OE regional offices, State offices, and local personnel were initiated and will be further developed.

Streamlining Contracts and Grants Procedures

In FY 71 the need was recognized for stepped-up schedules for contract and grant award activities. A wide-ranging study of contract and grant administration led to recommendations for consolidation of certain functions in a central organization. Decision on this major reorganization will be made in FY 72.

Contract and Grants Training Program

Future management of contracts and grants should be greatly improved as a result of a formal training program developed and initiated in FY 71. With the help of an outside management consulting firm with long experience and success in training, a 2-week course based on the case method was developed. The training program which resulted was attended by all members of the Contracts and Grants Division and by various other employees in OE headquarters and three regional offices. This program will be continued in FY 72.

State Management Surveys

Grants to State education agencies (SEAs) to help them strengthen their leadership resources and develop statewide programs for the assessment of educational needs are authorized by Title V of the Elementary and Secondary Education Act. Ninety-five percent of the FY 71 Title V appropriation of \$29.8 million was available to SEAs as basic grants. Five percent was reserved for special project grants to enable groups of these agencies to develop experimental solutions to high priority common problems.

Most States are building comprehensive planning and evaluation programs, and many are developing new and more systematic approaches to the improvement of instruction and the application of both human and monetary resources to achieve educational change.

Most recently, under the basic grants provided, the following efforts have been supported:

- # 20 States have utilized evaluative and assessment data to produce a set of practical and meaningful statewide goals for elementary and secondary education. In many cases this represented the first time that clear, concise, and easily understood needs of education had been articulated and made clear to the public.
- # 25 States used a portion of their entitlement to train teachers and local administrators for the introduction of changes and innovations into the educational system.

- # Several States used a portion of their resources to develop strategies for coordinating the many Federal, State, and local programs for maximum impact.

The discretionary portion of the appropriated funds was used by groups of SEAs to attack several complex problems. The following projects were supported.

- # The National Education Finance Project, to determine the present status of educational finance by program areas, weighing national needs against fiscal capabilities. It will provide invaluable assistance in overhauling the school finance programs of the States.
- # Improving State Leadership in Education, a project to focus on the future role of SEAs in our changing society. It will serve to inform the citizenry of a State about the goals and objectives of education and the long-range plans that need to be made in behalf of education.
- # Interstate Project for State Planning and Program Consolidation, a project to provide a nationwide network that will permit SEAs to employ a seminar approach in identifying and attacking common management problems in behalf of education.

CHAPTER VIII -- OTHER MAJOR THRUSTS

Chapters II through VII of this report dealt with Office of Education (OE) priorities for FY 71 formally stated as such. Certain other activities, while not stated as priorities, nevertheless received major attention. These were: The Right To Read, drug education, environmental education, education in the arts and humanities, and education of gifted and talented children. This chapter covers these five other major thrusts.

The Right To Read

The OE has for many years recognized the need to improve the reading skills of American children and adults. Research programs have focused on new reading techniques that work for the bicultural, the disadvantaged, the slow learner. Title I of the Elementary and Secondary Education (ESEA) has devoted 60 cents of every dollar to reading programs; Title II ESEA library programs have provided school children with broad new experiences in reading; and many Title III ESEA supplemental projects have had reading as a component.

It was not until FY 71, however, that OE earmarked funds specifically for reading. In July 1970 a National Reading Council was established, and \$1.4 million was granted for its operation. The Council -- with members from education, business and industry, government, labor, science, the arts, and other fields -- took as objectives to strengthen reading programs across the Nation and to foster innovation in the field of reading. The Council's

operating arm, the National Reading Center, was established in Washington in September 1970.

OE's Right To Read program was publicly launched in the spring of 1971 with seminars in eight major cities. Participants were selected from education, business, industry, civic organizations, the press, and radio and television. The purpose of the seminars was to bring to the attention of the public the severity of the reading problem in this country.

On June 4, 1971, a joint task force of OE and the National Reading Council presented to the Commissioner of Education a master plan for eliminating illiteracy by 1980. Right To Read will be a FY 72 objective of both OE and the Department of Health, Education, and Welfare (DHEW). The goal is to insure that 99 percent of American 16-year-olds and 90 percent of Americans 17 and older be functionally literate by 1980.

Production of a 30-minute color film focusing on the reading problem was virtually completed in FY 71, under contract. Plans were made to premiere the film early in FY 72, with Mrs. Richard Nixon presenting introductory remarks. Seven hundred prints were to be purchased from the contractor for distribution.

Drug Education

In March 1970 President Nixon said: "There is no priority higher in this administration than to see that children -- and the public -- learn the facts about drugs in the right way for the right purposes through education."

That same month OE's Drug Education program began. From March to July it operated with \$3.5 million in reprogramed funds. As the effort moved into FY 71 a further \$600,000 was reprogramed.

The initial program was designed to train as many persons as possible through the "multiplier" technique. The bulk of the money went to State departments of education to pay for sending a team to one of four regionally located universities for training in drug education during the summer of 1970. The rest went to the four universities and to the National Action Committee for Drug Education, made up of national experts from medicine, pharmacy, law, education, social work, and the behavioral sciences. The committee planned, provided technical assistance for, and evaluated the summer activities. Later its responsibility was widened to cover all OE drug education activities.

The State teams consisted mostly of teachers but also included policemen, social workers, parents, and others. After their training the teams returned home and trained teams in regions of their State. These in turn trained local teams.

The Drug Abuse Education Act of 1970, signed into law by the President on December 3, 1970, provided a 3-year authorization for drug education programs. An appropriation of \$6 million was obligated to continue FY 71 projects and to initiate new college and community pilot projects in FY 72. In addition, \$1.3 million in Title III ESEA discretionary funds was obligated to support 11 drug education projects in local school districts in FY 72.

Plans were completed to support 20 college and university-based projects in FY 72. These were to be initiated, planned, and implemented by students and aimed at pooling the resources of students, faculty, administration, and the community generally to alleviate the drug abuse problem on college campuses.

Plans also were made to support 26 comprehensive community projects involving a variety of agencies and groups -- schools, law enforcement agencies, religious organizations, civic groups, parent and youth groups -- in a concentrated effort to inform children, youth, and adults of the dangers of drug abuse.

FY 71 drug education funds also went into a project to train teachers in Department of Defense schools for American dependents in Europe. They continued to support the Awareness House training program, begun in 1969 and reaching into 16 cities in FY 71. This program teaches selected former addicts to work as counselors in schools and community.

A drug education curriculum covering all grades from kindergarten through 12th was developed under a \$9,000 OE research grant by the Laredo, Texas, school district in FY 71 and was put into effect there. The State of Texas adapted the material to conform to State laws and made drug education mandatory in all schools in the State. School systems in several other States, particularly those where drug education is mandatory, have also adopted the curriculum. Laredo's use of it was featured on a Walter Cronkite news special and on the Today TV show.

Environmental Education

The Environmental Education Act of 1970 defined environmental education as "the educational process dealing with man's relationship with his natural and manmade surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment."

The act was signed into law by President Nixon on October 30, 1970, and the first grants -- amounting to more than \$1.7 million -- were awarded by OE in June 1971 to 74 projects in 32 States. The projects were selected from among nearly 2,000 proposals.

The projects selected promised to demonstrate innovative approaches to the development of environmental awareness as contemplated by the act. They offered designs that would improve environmental education in the funded community and serve as models for other communities and organizations as well. They included training for educational and non-educational personnel, community involvement, curriculum and supplementary materials development, evaluation of resources, and dissemination of information.

An Office of Environmental Education (OEE) was established in OE, as required by the Environmental Education Act, and was given overall responsibility for coordination of activities related to environmental education within OE. Among these activities:

- # \$2.5 million in Title III ESEA funds was obligated for 16 environmental education projects in local school districts, and \$150,000 in Title V ESEA funds was obligated to three State department of education projects.
- # \$200,000 (\$20,000 in each of the 10 DHEW regions) was made available to support 12 institutes in environmental-ecological education bringing together teachers, administrators, State department of education officials, and representatives of business and industry.
- # Under Part E of the Education Professions Development Act (EPDA), \$179,851 was put into fellowship and institute programs related to environmental education.
- # \$30,000 in grants was awarded to two environmental education projects under Title II-B (library programs) of the Higher Education Act.
- # \$10,000 was obligated for a project in international environmental education.

OEE is also responsible for establishing close working relationships with other Federal agencies and public and private institutions with programs of environmental education.

The Arts and Humanities

The OE Arts and Humanities program (AHP) covered three closely related activities in FY 71: Interdisciplinary Model Programs in the Arts for Children and Teachers (IMPACT), the Artists in Schools Project, and the preparation or issuance of several publications.

IMPACT was developed jointly by AHP and the Bureau of Educational Personnel Development in OE, the National Art Education Association, the

American Educational Theatre Association, the Music Educators' National Conference, and the Dance Division of the American Association for Health, Physical Education, and Recreation. It was funded by OE with \$1 million in FY 70 funds under EPDA for the fiscal years 1971 and 1972.

IMPACT's goal is two-fold: to achieve a better balance in schools between the arts and other instructional areas and to develop ways to infuse the arts throughout the curriculum in order to improve the quality and extent of aesthetic appreciation.

Five schools were selected as pilot demonstration sites for IMPACT, in Eugene, Ore.; Columbus, O.; Philadelphia; Glendale, Calif.; and Troy, Ala. The superintendent of public instruction of each of the five States recommended a school district with the advice of the State arts council, professional art education organizations, the National Endowment for the Arts, and OE's AHP staff.

The Artists in Schools Project, which places professional artists, writers, film makers, musicians, actors, and dancers in school classrooms, was expanded from 31 to 44 schools in FY 71. Program goals are to (1) increase children's power of perception, (2) encourage them to express themselves with new tools and techniques, and (3) train and retrain teachers by providing first hand contact with these professionals. The program was supported with nearly \$750,000 in grants.

Publications activity included distribution of some 4,000 copies of the booklet Symphonies and Schools, covering youth concert activities throughout the Nation.

Work continued on Project Artsworth, a joint endeavor with the National Endowment for the Humanities to result in a study to define more precisely the role of the arts in education.

The publication OE Support for the Arts and Humanities, a résumé of all OE legislation which may provide for programs for the arts and humanities, was prepared for nationwide distribution in early FY 72.

The Gifted and Talented

An estimated 1.5 to 2.5 million youngsters of elementary and secondary school age, out of a total of 52 million, are gifted or talented.

Most of these youngsters are as yet unidentified and unserved by their schools and are slowly dissipating their potential creative and leadership qualities in stifling and limiting classrooms and social environments.

Intellectual and creative talent cannot survive educational neglect or apathy. The gifted and talented need guidance, encouragement, and special learning atmospheres. If these needs are not met, they often become bored under-achievers who will never realize their potential. This is a bitter handicap, dooming them to work all their life at levels

beneath their real abilities, of which they are never made aware.

In response to a Congressional mandate, a status report on the gifted and talented in the school-age population will be made early in FY 72. It will include data from Regional Commissioners of Education and experts in the field. A group under the Deputy Commissioner for School Systems will then plan a program to identify and reach the gifted under existing education legislation.

CHAPTER IX - ADVISORY COMMITTEES AND COUNCILS

Section 438(a) of the General Education Provisions Act (P.L. 90-247, title IV, as amended by P.L. 91-230, title IV, 20 USC 1233g(1)), enacted in April 1970, directs the Commissioner of Education to submit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as part of the Commissioner's Annual Report, a report on the activities of statutory advisory councils and committees. These are councils and committees established pursuant to statutes authorizing or providing for the administration of programs administered by the Commissioner, or pursuant to Section 432 of the General Education Provisions Act (20 USC 1233g).

This report must include a list of all advisory committees and councils and, with respect to each committee or council, the names and affiliations of its members, a description of its functions and a statement of the dates of its meetings.

Section 438(b) provides that:

If the Commissioner determines that a statutory advisory council is not needed or that the functions of two or more statutory advisory councils should be combined, he shall include in the report a recommendation that such advisory council be abolished or that such functions be combined. Unless there is an objection to such action by either the Senate or the House of Representatives within ninety days after the submission of such report, the Commissioner is authorized to abolish such advisory council or combine the functions of two or more advisory councils as recommended in such report.

Status and Direction

On January 1, 1971, 19 statutory public councils and committees, the members of which are appointed by the President, or the Secretary of Health, Education, and Welfare, or the Commissioner with the approval of the Secretary, were serving the Office of Education (OE) in an advisory capacity. (Some, designated by law to advise the Secretary, served the OE through delegation of authority by the Secretary.)

One statutory committee, the Advisory Committee on Physical Education and Recreation for Handicapped Children, was discontinued effective July 1, 1971, when Title V of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 (P.L. 88-164), the statute under which it was established, was repealed by the General Education Provisions Act (P.L. 91-230, Section 662 (4)). Thus 18* statutory advisory councils and committees were formally in existence at the end of 1971.

Section 432(a) of P.L. 91-230 authorizes the Commissioner of Education "... to create, and appoint members of, such advisory councils as he determines in writing to be necessary to advise him ..." with respect to matters set forth in that subsection. No advisory councils

*Does not include the Advisory Committee for the Evaluation of Training in Vocational Schools, established in June 1966 pursuant to section 108 of the Vocational Education Act of 1963 under authority of Executive Order 11007. This committee has not met since December 1967 and has been administratively abolished in accordance with the Executive Order.

were created under this authority during calendar year 1971.

In 1971 a study was initiated to assess the effectiveness and efficiency of advisory groups in the light of OE objectives. The challenges of this assessment proved to be more considerable than had been foreseen, with the result that the initial review was not completed until near the end of the year. The OE is strongly committed to continue assessment of advisory councils and to fulfill its legal obligations with respect to them.

Although the 1971 review indicated a great need for the services provided by some committees and councils, it disclosed some duplication of function and effort. To eliminate such duplication it is recommended that the procedures of section 438(b) be invoked with respect to the following proposed change:

THE ADVISORY COUNCIL ON COLLEGE LIBRARY RESOURCES AND THE
ADVISORY COMMITTEE ON LIBRARY RESEARCH AND TRAINING PROJECTS
BE ABOLISHED

Rationale

Section 205 of the Higher Education Act of 1965 (20 USC 1025) requires the Commissioner of Education to establish an Advisory Council on College Library Resources to advise him with respect to establishing criteria for the making of supplemental grants and special purpose grants under Sections 203 and 204, respectively, of that act.

The Advisory Committee on Library Research and Training Projects

was established in accordance with Section 224 of the Higher Education Act of 1965 (20 USC 1034). This section authorizes the Commissioner to "appoint a special advisory committee of not more than nine members to advise him on matters of general policy concerning research and demonstration projects relating to the improvement of libraries and the improvement of training in librarianship ..."

The OE has evaluated the continuing need for maintaining two library-related advisory groups and has concluded that the overlap of the two committees is considerable and that the function of neither group is broad enough to adequately serve the OE's needs in this area. In order to alleviate the duplication which now exists and to insure the provision of adequate advice and counsel to OE with respect to these program areas, the Commissioner proposes to establish, under authority of Section 432 of the General Education Provisions Act (P.L. 91-230), an Advisory Council on Library Research, Training, and Resources. This action will become effective July 1, 1972, if the Congress concurs.

Proposed Advisory Council
on Library Research, Training, and Resources

A description of the proposed Advisory Council on Library Research, Training, and Resources follows.

Structure

The Advisory Council on Library Research, Training, and Resources shall consist of 15 members appointed by the Commissioner, with approval of the Secretary, without regard to civil service laws. The Secretary shall designate one member as chairman. The Council shall include persons representative of:

- A. Academic librarians
- B. Library practitioners
- C. Public librarians
- D. Library educators
- E. School librarians
- F. Special librarians
- G. The field of information science
- H. The general public, including parents, students, and other library users, except that they may not also be representative of categories A through G and shall constitute not less than one fifth of the total membership.

Function

The Council shall:

- A. Advise the Commissioner and the Office of Education with respect to matters of general policy concerning the administration of Title II, Higher Education Act of 1965 (P.L. 89-329).
- B. Make recommendations to the Office regarding future goals and directions of programs administered under this title.

- C. Advise the Commissioner and the Office concerning special services necessary and/or special problems involved in programs administered pursuant to Title II of the Higher Education Act of 1965 (P.L. 89-329).
- D. Make an annual report of its activities, findings, and recommendations to the Congress not later than March 31 of each calendar year, which shall be submitted with the Commissioner's annual report.

Meetings

The Council shall meet at the call of the chairman but not less than two times per year.

The report on activities of advisory councils and committees is submitted as an appendix.

APPENDIX

ADVISORY COUNCILS AND COMMITTEES

Functions, Meeting Dates, and Membership

Calendar Year 1971

ADVISORY COUNCILS AND COMMITTEES

Calendar Year 1971

The following statutory advisory councils and committees were in existence in calendar year 1971:

- National Advisory Council on Adult Education
- Advisory Council on College Library Resources
- Advisory Council on Developing Institutions
- Advisory Committee on the Education of Bilingual Children
- National Advisory Committee on Education of the Deaf
- National Advisory Council on the Education of Disadvantaged Children
- National Advisory Council on Education Professions Development
- Advisory Council on Environmental Education
- National Advisory Council on Extension and Continuing Education
- Advisory Council on Financial Aid to Students
- Advisory Council on Graduate Education
- National Advisory Committee on Handicapped Children
- Advisory Committee on Library Research and Training Projects
- National Council on Quality Education
- Advisory Committee on Physical Education and Recreation for Handicapped Children (Legislatively abolished July 1, 1972.)
- Advisory Committee on Research and Development
- National Commission on School Finance
- National Advisory Council on Supplementary Centers and Services
- National Advisory Council on Vocational Education

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Function: The Council advises the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans and policies to eliminate duplication and to effectuate the coordination of programs under the act and other programs offering adult activities and services.

The Council reviews the administration and effectiveness of programs under the act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations.

Meetings: March 3-5, 1971
April 9-10, 1971
May 13-15, 1971
June 24-26, 1971
September 30 - October 2, 1971
November 17-20, 1971

Members:

Roberta Church
Consultant, U.S. Department
of Health, Education, and Welfare
1629 Columbia Road NW.
Washington, D.C. 20009

Alfredo N. Saenz
Chairman
Visiting Teachers Services
Harlandale Independent
School District
San Antonio, Tex. 78214

T. Kong Lee
President
Lincoln University
858 Clay Street
San Francisco, Calif. 94108

Harold Spears
School of Education
Education 241
Indiana University
Bloomington, Ind. 47401

Charles P. Puksta
Manager of Training
Jones & Lamont Machine
and Tool Company
6 Elm Street
Claremont, N.H. 03743

Cleveland L. Dennard
President, Board
of Vocational Education
Washington Technical Institute
4100 Connecticut Avenue NW.
Washington, D.C. 20036

Leonard R. Hill (Chairman)
Administrative Director
Adult Basic Education
State Department of Education
Lincoln, Nebr. 68509

Marjorie Trombla
Trombla's Jewelers
109 South Atchinson
El Dorado, Kans. 67042

Paul F. Johnston
Superintendent of Public Instruction
State Department of Public Instruction
Des Moines, Iowa 50319

John N. LaCorte
President
La Corte Insurance Agency
111 Columbia Heights
Brooklyn, N.Y. 11202

Thomas W. Mann
President
Aerospace Institute
154 East Erie Street
Chicago, Ill. 60611

Ann D. Hopkins
Housewife
4302 Wendover Road
Baltimore, Md. 21218

William P. Miller
President
Muskingum College
100 Montgomery Hall
New Concord, Ohio 43762

Donald F. Rodgers
Executive Director
Board of Urban Affairs
New York Building and Construction Industry
605 Third Avenue
New York, N.Y. 10016

James E. Stratten
Chief, Division of Apprenticeship Standards
Department of Industrial Relations
455 Golden Gate Avenue
San Francisco, Calif. 94108

ADVISORY COUNCIL ON COLLEGE LIBRARY RESOURCES

Function: The Council advises the Commissioner of Education (1) with respect to establishing criteria for the making of supplementary grants to institutions of higher education to assist and encourage such institutions in the acquisition for library purposes of books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials, and other related library materials; and (2) with respect to establishing criteria for the making of special purpose grants for the same purposes to institutions of higher education that demonstrate a special, national, or regional need.

Meetings: May 4-5, 1971
December 14-15, 1971

Members:

Thomas R. Buckman
University Librarian
Northwestern University
1937 Sheridan Road
Evanston, Ill. 62201

Lora J. Wheeler
Librarian
Thunderbird School
of International Management
Box 191
Phoenix, Ariz. 85001

David Kaser
Director of Libraries
Cornell University
Ithaca, N.Y. 14850

Mayrelee F. Newman
Associate Professor
Department of Library Science
Appalachian State University
Boone, N.C. 28806

Dale H. Pretzer
Deputy State Librarian
Bureau of Library Services
Michigan Department of Education
735 East Michigan Avenue
Lansing, Mich. 48913

ADVISORY COUNCIL ON DEVELOPING INSTITUTIONS

Function: The Council advises the Commissioner with respect to policy matters arising in the administration of Title III of the Higher Education Act of 1965. In addition, it assists the Commissioner to identify the developing institutions through which the purposes of this title may best be achieved and to establish priorities for use in approving applications under this title.

Meetings: None

Members:

John A. Middleton
President
Morris Brown College
643 Hunter Street NW.
Atlanta, Ga. 30314

Mary Williams
Member, Board of Regents
State University
of Wisconsin - Stevens Point
Route 4
Stevens Point, Wis. 54481

One representative each from:

Agency for International Development
National Science Foundation
Office of Economic Opportunity
U.S. Departments of Commerce, Labor, and State

ADVISORY COMMITTEE ON THE EDUCATION OF BILINGUAL CHILDREN

Function: The Committee advises the Commissioner in the preparation of general regulations with respect to policy matters arising in the administration of Title VII of the Elementary and Secondary Education Act (ESEA), including the development of criteria for the approval of applications.

Meetings: June 7-9, 1971

Members:

Oscar Diaz de Villegas
General Agent
Litton International Publishing Company
355 Hostos Avenue
Hato Rey, P.R. 00918

Lois Cooper White
Teacher
Wheatley High School
415 Gabriel
San Antonio, Tex. 78202

Agnes I. Chan
Teacher/Counselor
Francisco Junior High School
980 Sacramento Street
San Francisco, Calif. 94108

NATIONAL ADVISORY COMMITTEE ON EDUCATION OF THE DEAF

Function: The Advisory Committee advises the Secretary concerning the carrying out of existing and the formulating of new or modified programs with respect to the education of the deaf by (a) making recommendations to the Secretary for the development of a system for gathering information on a periodic basis in order to facilitate the assessment of progress and identification of problems in the education of the deaf; (b) identifying emerging needs respecting the education of the deaf, and suggesting innovations which give promise of meeting such needs and of otherwise improving the educational prospects of deaf individuals; (c) suggesting promising areas of inquiry to give direction to the research efforts of the Federal Government in improving the education of the deaf; and (d) making such other recommendations for administrative action or legislative proposals as may be appropriate.

Meetings: January 9-12, 1971
May 14-17, 1971
October 1-4, 1971

Members:

Harriet G. Kopp (Chairman)
Professor
Speech and Hearing Clinic
San Diego State College
San Diego, Calif. 92115

Roland Goddu
Director
New England Regional Teacher
Education Program
New England Center for Continuing Education
Durham, N.H. 03824

Thomas R. Behrens
Director, Kendall School
Gallaudet College
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Nanette Fabray MacDougall
Actress
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Pacific Palisades, Calif. 90272

Leo E. Connor
Executive Director
Lexington School for the Deaf
26-26 75th Street
Jackson Heights, N.Y. 11370

Wesley C. Meierhenry
Adult and Continuing Education
105 University High
University of Nebraska
Lincoln, Nebr. 68508

-141-

John Melcher
Director
Division for Handicapped Children
Wisconsin State Department
of Public Instruction
126 Langdon Street
Madison, Wis. 53702

Howard Walker
Dean
Division of Continuing Education
University of Kansas
Lawrence, Kans. 66044

Richard C. Zellerbach
Mutual Benefit Life Insurance Company
Box 387
Sausalito, Calif. 94965

NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Function: The Council reviews and evaluates the administration and operation of Title I, ESEA, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and makes recommendations for the improvement of this title and its administration and operation.

The Council makes such reports of its activities, findings, and recommendations as it deems appropriate and makes an annual report to the President and the Congress which includes a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children.

Meetings: January 8-9, 1971
May 14-15, 1971
July 16-17, 1971
October 1-2, 1971
November 20-21, 1971

Members:

Waldo Blanchet
President
Fort Valley State College
Fort Valley, Ga. 31030

Pierre Dumaine
Assistant Superintendent
of Schools and Federal
Aid Coordinator
Archdiocese of San Francisco
433 Church Street
San Francisco, Calif. 94116

Vivian Lewis
Chairman
Department of Health, Physical
Education, and Recreation
Central State University
Wilberforce, Ohio 54384

Louis Rodriguez
Administrative Assistant
Phoenix Elementary
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Ralph Tyler
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Peter Brennan
President
Building and Construction Trades
Council, New York City
and New York State, AFL-CIO
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Roland DeMarco
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Equitable Bag Company, Inc.
45-50 Van Dam
Long Island City, N.Y. 11101

John Tsu
Director
Institute of Far Eastern Studies
Seton Hall University
South Orange, N.J. 07079

Barbara Culver
County and Juvenile Court Judge
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NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT

Function: The Council reviews the operation of Title V, Higher Education Act of 1965, and of all other Federal programs for the training and development of educational personnel, and evaluates their effectiveness in meeting needs for additional educational personnel, and in achieving improved quality in training. The Council advises the Secretary and the Commissioner with respect to policy matters arising in the administration of this title and any other matters, relating to the purposes of this title, on which their advice may be requested. The Council makes an annual report of its findings and recommendations to the President and the Congress.

Meetings: February 19-20, 1971
May 21-22, 1971
October 7-9, 1971

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ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

Function: The Council advises the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under Section 3, Environmental Education Act.

The Council makes recommendations to the Office with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) and the criteria to be used in approving applications, which criteria shall insure an appropriate geographical distribution of approved programs and projects throughout the Nation.

The Council evaluates criteria for the review of applications and their disposition.

The Council evaluates programs and projects assisted under section 3 and disseminates the results thereof.

Meetings: December 3-5, 1971
February 6-8, 1972

Members:

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NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

Function: The Council advises the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of Title I of the Higher Education Act of 1965, including policies and procedures governing the approval of State plans under Section 105(b) of this act and policies under it and other programs offering extension or continuing education activities and services.

The Council reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, and makes recommendations with respect to them.

The Council reports to the Secretary and to the President on its findings and recommendations (including recommendations for changes in the provisions of this title and other Federal laws relating to extension and continuing education).

Meetings: June 17-18, 1971
October 14-15, 1971
November 19, 1971

Members:

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One representative each from:

Office of Economic Opportunity
U.S. Departments of Agriculture, Commerce, Defense, Labor, Interior, State,
Housing and Urban Development, Transportation, and Justice
Office of Education
Small Business Administration

ADVISORY COUNCIL ON FINANCIAL AID TO STUDENTS

Function: The Council advises the Commissioner on matters of general policy arising in the administration of programs relating to financial assistance to students and on evaluation of the effectiveness of these programs.

Meetings: None

Members:

Paul Capra
Assistant Director
of Admissions for
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Office of Undergraduate
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Kieran Ryan
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ADVISORY COUNCIL ON GRADUATE EDUCATION

Function: The Council advises the Commissioner on matters of general policy arising in the administration by the Commissioner of programs relating to graduate education.

Meetings: None

Members:

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One representative each from:

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National Science Foundation
National Foundation on the Arts
and the Humanities

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

Function: The Committee reviews the administration and operation of the Education of the Handicapped Act, and other provisions of the law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children, and makes recommendations for the improvement of such administration and operation with respect to such children. These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children.

The Committee makes such recommendations as it may deem appropriate to the Commissioner and makes an annual report of its findings and recommendations to the Commissioner.

Meetings: April 1-3, 1971
June 23-25, 1971
October 18-20, 1971

Members:

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ADVISORY COMMITTEE ON LIBRARY RESEARCH AND TRAINING PROJECTS

Function: The Committee advises the Commissioner on matters of general policy concerning research and demonstration projects relating to the improvement of libraries and the improvement of training in librarianship, or concerning special services necessary thereto or special problems involved therein.

Meetings: May 12-13, 1971

Members:

Pauline Ann Atherton
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Carolyn L. Whitenack
Chairman
Educational Media Curriculum
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NATIONAL COUNCIL ON QUALITY IN EDUCATION

Function: The Council shall review the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act as amended at the Federal, State, and local levels, and other Federal education programs.

The Council shall advise the Commissioner and when appropriate the Secretary and other Federal officials with respect to the educational needs and goals of the Nation and shall assess the progress of the educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.

The Council shall conduct objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended;

The Council shall review, evaluate, and transmit to the Congress and the President the reports submitted pursuant to Part D, Section 541, clause (E) of paragraph (3) of subsection (b).

The Council shall make recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs including the programs authorized by Title V of ESEA, as amended.

The Council shall consult with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:

- # areas of unmet needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved
- # determination of priorities among unmet needs and national goals
- # specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement

The Council shall conduct national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education; and

The Council shall conduct, and report on, comparative studies and evaluations of education systems in foreign countries.

The Council shall make an annual report, and such other reports as it deems appropriate, on its findings recommendations, and activities to the Congress and the President. The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.

In carrying out its responsibilities under Section 541 the Council shall consult with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.

Meetings: None

Members: Selection pending

ADVISORY COMMITTEE ON PHYSICAL EDUCATION AND RECREATION
FOR HANDICAPPED CHILDREN

Function: The Committee advises the Secretary on matters of general policy relating to the administration of physical education and recreation for handicapped children programs.

Meetings: February 1-2, 1971
May 26-27, 1971

Committee legislatively abolished July 1, 1971

Members:

Robert L. Holland
State Director
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ADVISORY COMMITTEE ON RESEARCH AND DEVELOPMENT

Function: The Committee shall advise the Commissioner on matters of research policy and specifically on proposals or projects or groups of proposals and projects which represent policy issues, changes, or new departures in programs; it shall suggest fields for special emphasis; and review the operations of all Office of Education research plans, programs, and procedures.

Meetings: None

Members: Selection pending

NATIONAL COMMISSION ON SCHOOL FINANCE

Function: The Commission makes a full and complete investigation and study of the financing of elementary and secondary education.

The Commission is to report the results of such investigation and study and its recommendations to the Commissioner and the Congress not later than April 13, 1972.

Meetings: March 5-7, 1971
April 21-23, 1971
May 4, 1971
June 11-12, 1971
August 20-21, 1971
September 17-18, 1971
October 22-23, 1971
November 5-6, 12-13, 24-25, 1971
December 20-21, 1971

Members:

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NATIONAL ADVISORY COUNCIL ON SUPPLEMENTARY CENTERS AND SERVICES

Function: The Council reviews the administration and operation of Title III ESEA, reviews the regulations for this title; evaluates programs and projects carried out under this title and disseminates the results of such programs; makes recommendations on the improvement of the administration and operation of this title; reports to the President each year on its findings and recommendations with regard to the operation of the title.

Meetings: January 21-22, 1971
March 30, 1971
June 10-11, 1971
October 18-21, 1971

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NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Function: The Council advises the Commissioner concerning the administration of, preparation of general regulations for, and operation of, vocational educational programs supported with assistance under Title I, Public Law 90-576.

The Council reviews the administration and operation of vocational education programs under this title, including the effectiveness of such programs in meeting the purposes for which they are established and operated, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary for transmittal to the Congress.

The Council conducts independent evaluation of programs carried out under this title and publishes and distributes the results thereof.

Meetings: January 15-16, 1971	September 10-11, 1971
March 5-6, 1971	October 12-13, 1971
April 15-17, 1971	November 12-13, 1971
June 4-5, 1971	December 3-4, 1971
July 30-31, 1971	
August 23-24, 1971	

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